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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES OF HIGHER EDUCATION

HEARING

BEFORE THE

COMMITTEE ON THE BUDGET
UNITED STATES SENATE

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

ATLANTA, GA
NOVEMBER 13, 1989

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CONTENTS

STATEMENTS BY COMMITTEE MEMBERS

Page

Senator Fowler ... 1
Senator Robb ... 204

WITNESSES

Cole, Dr. Johnetta, president, Spelman College, Atlanta, GA ... 1
Cole, Dr. Thomas Winston, Jr., president, Clark Atlanta University ... 84
Denson, Miss Katrina, student, Albany State College ... 163
Goodwin, Robert, executive director, White House Initiative on HBCU's ... 172
Hilliard, Dr. Asa Grant, III, Calloway Professor of Urban Education, Georgia State University ... 4
McClure, Dr. Wesley Cornelious, president, Virginia State University ... 11
Mitchem, Arnold L., Ph.D., executive director, National Council of Educational Opportunity Associations ... 139
Ponder, Dr. Henry, president, Fisk University; chairman, National Association for Equal Opportunity in Higher Education ... 17
Spikes, Dr. Delores Margaret Richard, president, Southern University System, New Orleans, LA ... 37
Tanner, Mrs. Marva, executive director, Student Financial Services, Spelman College ... 152
Wilson, Dr. Harrison B., president Norfolk State University ... 78
Wilson, Dr. Reginald, senior scholar, American Council on Education ... 127

ADDITIONAL MATERIAL

Statements:

- Black, Dr. Billy, president, Albany State College, Albany, GA ... 196
- Lewis, Hon. John, a U.S. Congressman from the Fifth Congressional District of Georgia ... 8

Report:

- Historically Black Colleges and Universities and African-American Participation in Higher Education ... 205

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES OF HIGHER EDUCATION

MONDAY, NOVEMBER 13, 1989

U.S. SENATE,
COMMITTEE ON THE BUDGET,
Atlanta, GA.

The subcommittee met, pursuant to notice, at 9 a.m., in Living Learning Conference Center No. 2, Spelman College, 350 Spelman Lane, S.W., Atlanta, GA, Hon. Wyche Fowler, presiding.

Present: Senator Fowler and Congressman Lewis.

Staff present: Tracey Thornton, chief counsel; Mark Josephs, Daryl Anderson, Benny Parker, Fran Weis, Sherry Collier, Beverly Miles, and Sam Henderson.

OPENING STATEMENT OF SENATOR FOWLER

Senator FOWLER. Ladies and gentlemen, good morning.

My name is Wyche Fowler, U.S. Senator from Georgia and I am here this morning in my role as a member of the Budget Committee of the U.S. Senate to convene this hearing on the State of Historically Black Colleges and Universities of Higher Education.

I am delighted to be here on this wonderful and historic campus and to be welcomed by the President of Spelman College, Dr. Johnetta Cole. Thank you, Doctor.

STATEMENT OF DR. JOHNETTA COLE, PRESIDENT, SPELMAN COLLEGE, ATLANTA, GA

Dr. COLE. Thank you, Senator Fowler, friends of higher education, sisters, and brothers in our Historically Black College family, good morning.

And welcome to Spelman College, a place that we love to describe as the greatest womens, college in America.

Senator FOWLER. Hear, hear.

Dr. COLE. I am certain that I voice what each individual here would like to express when I turn to Senator Fowler and say a very sincere thank you. We want to thank our Senator for convening this budget hearing on Historically Black Colleges and Universities. In doing so, we think that Wyche Fowler demonstrates once again his forward thinking and his action-oriented talent. We are particularly pleased to be Georgians.

The students, the faculty and the staff of Spelman College are very honored that Senator Fowler chose to hold this hearing on our campus, a historical black college with more than a century of service in educating African-American women negroes.

Senator Fowler, you asked that I offer a welcome this morning, but certainly you know that a professor turned president is going to take advantage of this opportunity to try to make a point or two.

Senator Fowler. Good.

Dr. Cole. I have got to do it, so it is all right.

Senator Fowler. That is why we are all here.

Dr. Cole. Senator, the enrollments of Historically Black Colleges and Universities are increasing at a very dramatic rate. Enrollments in our predominantly white institutions are not growing at exactly the same pace. We are pleased that this trend is recognized by our Federal Government as a positive indicator of HBCU's success in educating many of our Nation's young women and men.

The Budget Committee of the Congress has acknowledged our increasing responsibility by inclusion of the line item in budget projections which provided full funding for up to $100 million in federal money for the President's study of the Black College Act, an Act for which we thank the Congressional Black Caucus.

Senator Fowler, although you have provided the opportunity for $100 million to be received, there were two points I need to make about this funding.

First, due to budget constraints on the Federal level, we have been in a constant struggle to reach this level of funding. This year, we are close, but we have not yet reached full funding.

Secondly, as we look at the Higher Education Act Reauthorization of the Black College Act, we need your committee's support in our efforts to raise the funding level for our institution. In light of our increased enrollment, in light of the fact that we, indeed, engage in quality education, Historically Black Colleges and Universities, especially private ones, need additional facilities, such as dormitories, libraries, and academic facilities for science, for engineering, for math, and other crucial academic areas. We look to you in your role as priority setting to help us in this endeavor.

In conclusion, I would like to call upon Senator Fowler's committee and our friends in the Congressional Black Caucus, our friends in Congress, to help us realize the promise envisioned in President Bush's Historically Black Colleges and Universities Endowment Program as presented in the fiscal year 1990 budget.

We realize that the Federal Government is not in a position to fully provide the resources needed by Historically Black Colleges and Universities. However, an endowment program like the one proposed by President Bush would foster a successful marriage of private and Federal funds to assist our institution.

I want to again thank Senator Fowler for organizing this most important hearing and for doing so at the greatest womens, college in America. [Laughter, applause.]

Today and, in fact, every single day of every year, Wyche Fowler is welcome on this campus. We consider him our friend, and we again warmly welcome each of you, the members of our Historically Black Colleges and Universities family, we welcome you who are simply friends of higher education in our Nation. Thank you, Senator.

Senator Fowler. Thank you, Dr. Cole.

[Applause.]

Senator FOWLER. Dr. Cole, thank you for that extraordinarily warm welcome as well as paid political announcement. [Laughter.] This is one time that the bragging is accurate and matches the record of this wonderful institution, Spelman College.

Ladies and gentlemen, nowhere is the importance of Historically Black Colleges and Universities more evident, or better understood, I believe, than right here in Atlanta. This is because no community has more directly benefited from these resources, and most of these resources for these colleges were established before blacks gained access to other avenues of higher education.

As many of us in this room know, there are over 100 Historically Black Colleges and Universities located throughout the country and these institutions have a very strong record of accomplishment indeed. Over 85 percent of black professionals were educated at these schools. Presently, their 30,000 annual graduates account for almost 40 percent of the baccalaureates earned by blacks, even though these schools enroll only about 20 percent of the blacks that are in higher education. Even with this fine record though, it is no secret that a number of these institutions face very difficult times.

During my 3 years on the U.S. Senate Budget Committee, the Federal Government has demonstrated its strong commitment to enhancing the development of these schools. While we all recognize our current budget constraints, there is support for working to strengthen programs, management, faculties and facilities such as dormitories that Dr. Cole spoke of at our schools. Indeed, again echoing President Cole's remarks, I am pleased to see at least a bipartisan spirit with which this effort is being approached.

These circumstances, however, do not represent the full picture for Historically Black Colleges and Universities, and the difficulties that many of these schools face.

Enrollment has been slowly declining in the 1980's. At the same time, Federal assistance has declined more rapidly than for other institutions of higher learning. That was the figure that made me determine to have these hearings. Between 1980 and 1986, the Federal share of Historically Black Colleges and Universities revenues fell 29.8 percent, while the Federal share for all colleges fell 17.1 percent.

At today's hearing, we want to examine the effects of this decline in support of the drop of enrollment, and to the declining rate of black enrollment in institutions of higher education in general, at a time when enrollment rates for whites and others has actually increased slightly.

The issue of Federal support is crucial because the economic background that many of your students come from requires these schools to rely less than other colleges on tuition and fees to cover actual costs. Similarly, many of the alumni of our schools simply cannot afford to make sustaining contributions to the Historically Black Colleges and Universities.

This is, in part, why the Federal Government must continue programs which create a stable environment in which these institutions can continue to grow. Of course, we cannot overlook the unique role that these schools have played in access to higher education for all blacks.

The survival of these institutions, in my opinion, is crucial to maintaining important aspects of our cultural heritage and traditions. It is also essential to the success as a nation in developing the full potential of our human resources, reaching out and opening the door of opportunity in education for all of our citizens.

I would like to insert in the Record the Congressional Research Service Report on Historically Black Colleges and Universities and African-American Participation in Higher Education [1] as well as a statement sent by Senator Robb of Virginia.[2]

Our first witness is Dr. Asa Grant Hilliard III, Calloway Professor of Urban Education, at Georgia State University. Dr. Hilliard, we welcome you, thank you for your attendance. Any material and your statement in full will be entered into the record. If you would summarize your testimony, please proceed, if you will. Thank you so much for being here.

STATEMENT OF DR. ASA GRANT HILLIARD, III, CALLOWAY PROFESSOR OF URBAN EDUCATION, GEORGIA STATE UNIVERSITY

Dr. **Hilliard**. Thank you very much.

Senator **Fowler**. I don't know why I am up here on this exalted level. [Laughter.]

Instead of down there with you, but don't get a crick in your neck. I am glad to have you.

Dr. **Hilliard**. Senator Fowler, thank you very much. I would like to express my appreciation as well for the holding of these hearings here.

In making my comments, I would like to acknowledge the fact that a great deal of work has already been done by your staff, in fact, in updating the statistics on Historically Black Colleges and Universities and I do not intend to repeat those.

Also, the outstanding work by such scholars as Dr. Ron Edmonds and Charles Willie in their Report on Black Colleges in the Historical Perspective; but I would like to add an angle as a way of providing a context for the discussion which follows.

Some years ago, in a book by apercu, on DuBois Reading on Black Education, Ten Critiques, W.E.B. DuBois said the following:

> One point, therefore, there could be no question, no hesitation, unless we develop our full capabilities, we cannot survive. If we are to be transgressively and suspiciously trained, not with reference to what we can be, but with sole reference to what someone wants us to be, if instead of following the methods pointed out by the accumulated wisdom of the world for the development of full human power, we simply are trying to follow the line of least resistance and teach the black man only such things as biosex methods that are momentarily popular, then my soul teachers, we are going to fail and fail tremendously in our attempt to raise the black race to its full humanity, and with that failure, falls the fairest and fullest dreams of a united humanity.

The discussion of the Report for Higher Education for African-Americans in Historically Black Colleges and Universities should proceed from the basis of a historical perspective. This will make it possible for current struggle for higher education to be placed in context, thereby clarifying interpretations of need and will make it possible to set more appropriate short and long-term goals and objectives.

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[1] See p. 205.

[2] See p. 204.

African people are ancient people. African civilization is also ancient. In fact, it is the most ancient civilization in the world.

The earliest development of higher education in the world is the independent product of African genius. The most ancient university system yet recorded in the world was the University of Ipet Isut, today called Karnak Temple in Egypt, located at Wafet, today called Luxor, previously called Thebes by the Greek; and Kemet, today called Egypt by the Greeks, this was the university system that produced the arts and sciences curriculum that was to have a profound and defining impact on the foundation of western civilization, including Western European civilization.

It was a university system that had its routes in the parent civilization of Africa, South of Egypt. It was, therefore, truly the cultural product of Africa.

We can and must speak here of Africa. It was the late Dr. Cheik Anta Diop of Senegal who taught and provided the impressive documentation for the concept of cultural unity on the Continent of Africa.

Within the climate of political scholarship in Europe during slavery, colonial and apartheid periods, emphasis has been placed on the diversities that have been observed across the continent while ignoring continentality. Such a view distorts the true culture reality of African people. It was such views that led to the development of the concept of savage or primitive people.

Senator FOWLER. That would sound good on the 6 o'clock news, Dr. Hilliard.

Dr. HILLIARD. Yes, sir. All right, sir.

The design of higher education for African people by European people during slavery, colonial and apartheid periods was rooted in these ideas. The ancient higher education system of Africa was not confined to the northeast corner of the continent, in Kemet or Egypt. It extended across the continent.

The best recorded manifestations of other highly developed African education systems was in Dogon, Mali, Songhai, areas of West Africa, and the cities of Gao, Jenne, and Timbuktu and the Ghane, Mali, Songhai areas and in Sokoto in Nigeria, the city of Vision. These were university cities long before the beginning of the 17th century.

A vast system of elementary and secondary education was necessary to support such systems at their peak. They had a worldwide reputation and were influential in other parts of Africa.

Even today remnants of the purest forms of indigenous African systems of higher education are still present in Mali. This means that some of the Africans who were enslaved in the Western Hemisphere were highly literate scholars.

The image of Africans held by Europeans during the past few hundred years have been grossly inaccurate. This false and distorted image affected the efficacy of the educability of Africans and influenced the type of higher education that was to be provided here, if, indeed, any was to be provided at all.

A picture of Africans as a creative intellectual people with initiative and leadership would have resulted in radically different prescription for higher education than those that were finally offered.

In short, the view of Africa's potential was tied to the political decisions about the place of Africans as a group in the general society. At the same time, the policies of the times created a false view of Africa's potential.

The pattern of African independent higher education was intended to produce leaders and problem solvers for African people. The pattern of education for Africans under domination in Africa and in the Western Hemisphere contained two elements.

First, the elimination of African independent control over the aims of education and, two, the provision of curricula that would guarantee to channel school applicants into work that did not lead to wealth or leadership. These two elements were high priority principles that were not left to chance.

A very carefully developed and sophisticated strategy was executed through government policy and through private philanthropy in emphasizing low level industrial and agricultural education with some better emphasis on the profession and failure to offer high levels of Liberal Arts and Sciences, this miseducation served to maintain disabling conditions in the African communities at home and abroad.

Beginning about the time of the Civil War, the movement for the development of black colleges grew. Missionaries and the Freed Man's Bureau took the lead. Following the 1898 Plessey versus Ferguson Court Decision that allowed for separate public institutions for blacks and whites, the famous Capon Springs, Virginia Conference was held. It was here that the industrial education goal for blacks received a large group. It was not a real college level industrial education at all.

Private philanthropical organizations and the U.S. Government efforts under the provisions of the Morrill Act continued in this direction.

The well known W.E.B. DuBois and Booker T. Washington debates of the time on the direction of African-American higher education raised the issues that had never been really resolved, the issue of liberal versus vocational education. It was unfortunate that the clear need for both was not taken at the rallying point.

Black colleges have been extraordinarily productive, though severely underfunded. Moreover, black colleges have produced thousands of graduates who have met standards of excellence and who have brought unique perspective to their work.

Given the history of the struggle for both schooling and independence, and given the urgent need for the development initiatives to be undertaken, we must highlight the unique role that black colleges have to play, just as indigenous African and African-American higher education has always played.

Black colleges are the sites of critical masses of scholars and students who share priorities that are seldom, if ever, addressed in other institutions. Curricula, library holdings, staffing patterns, and historical imaging combining to signal a special mission, excellence and relevance.

The courses of black colleges must include sufficient financial resources for this mission to be achieved. Given the unique nature of the history of higher education for African people and given the present level of support and accrediting, it seems certain that certain principles should guide programs of support in the future.

Number one, autonomy. To the greatest extent possible, the center of gravity for decisionmaking about the mission of the institutions should be an emphasis on levels. Even State and Federal institutions that lead to State and Federal priorities have the flexibility to be responsive to local development initiative. Certainly, it should be one of the priorities of State and local levels to enhance the capability of historically productive institutions to meet the priorities, especially excellent oriented priorities.

Number two, faculty support. The HBCU's all have great difficulty in providing the level of support for faculty comparable to the Georgia white institutions. Faculty load, statistical support for publications, necessary professional travel and appropriate facilities for work continue to be far below the level that high-quality institutions require. Ultimately, it is the students who suffer from situations where faculty are very supportive at an academic poverty level.

Third, institutional leadership. The HBCU's definitely need the facilities and other funding so that they can attract more scholars in settings that can serve a think tank of catalyst for further action.

For example, few HBCU's have conference facilities comparable to the historically white colleges and universities. Many faculty at HBCU's have the capabilities for significant national academic leadership but are short of the means to execute what they are capable of achieving.

And, number four, level of course offerings. More HBCU's must be provided with the capability to do large scale cutting edge research in a variety of key academic areas.

And, finally, centers of cultural excellence. HBCU's are uniquely qualified to serve as centers that provide the academic setting to support the development, preservation, and sharing of African-American cultural excellence. Library holdings, the make up of faculty, and the historical mission of the institution should be supported. While the HBCU's must not be restricted to this mission alone, few other settings can serve this need as well. Therefore, the dual goals of general academic excellence and African-American cultural excellence will, if met, contribute significantly to the African-American community and to the Nation and world as well.

The historical record of HBCU's is clear on that point. It is final, in the final analysis, that the capacity of HBCU's to continue to expand their leadership be supported at a serious level.

Thank you very much.

Senator Fowler. Dr. Hilliard, thank you very much for your fine suggestions and also, most importantly, the historical experience and record that brings us up to today. We appreciate your participation and your fine statement, very, very much.

I am pleased to welcome here with me the Congressman from the Fifth Congressional District in which we meet, John Lewis, who is no stranger to anybody in town and problably not around the country, but to all of you from out of state, around the country, and we have many guests, I will give ou a historical footnote here.

There have been only three Congressmen in the Fifth Congressional District in Atlanta in the last 25 years; Andrew Young, then Wyche Fowler, and then John Lewis, and I can tell you from experience that the quality of the Congressmen keeps getting better. [Laughter.]

And with each stay—as well as the Senators, as a matter of fact. [Laughter.]

John and I have been friends for many, many years and all of us in the Georgia delegation and also around the country delight in the excellence of his public service. We like to think we are strong right arms of each other and work together on matters, as we meet here today, and many, many others of importance to our country.

John, welcome, and if you would like to say anything, you know you are welcome to do so.

STATEMENT OF JOHN LEWIS, A U.S. CONGRESSMAN FROM THE FIFTH CONGRESSIONAL DISTRICT OF GEORGIA

Congressman Lewis. Thank you very much, Chairman Fowler. Let me just take an opportunity to welcome each of you here to Atlanta, those of you who may be from outside the city, outside of the Fifth District of Georgia.

I want to thank my colleague and good friend, Senator Fowler, for bringing the Budget Committee here to hold this field hearing on Historically Black Colleges and Universities.

Dr. Cole, Johnetta Cole, the president of Spelman, thank you for making this facility available.

As many of you know, I am a graduate of one of the Historically Black Colleges, Fisk University. I think we must continue to support these colleges and universities for they are citadels of learning for our black young people. It is important that the infrastructure of these schools receive the necessary support in order for them to continue to be viable, to make a contribution as we move into the 21st century.

I look forward, Senator Fowler, to the witness testimony and I have a prepared statement that I would like to submit for the record, in support of all of the colleges and universities that have made a great and preferred contribution to the development of our country, to the development of so many young people into the black leadership that have changed our land for generations yet to come. Thank you.

Senator Fowler. Thank you very much, Congressman Lewis, and, of course, your full statement will be made a part of the record.

[The prepared statement of Congressman Lewis follows:]

SENATE BUDGET COMMITTEE HEARING
NOVEMBER 13, 1989
SPELMAN COLLEGE

CONGRESSMAN JOHN LEWIS
OPENING STATEMENT

Mr. Chairman. I am honored to be here on the campus of Spelman College to recieve testimony regarding the state of our nation's Historical Black Colleges and Universities. I would like to welcome you and my Colleagues to the City of Atlanta and the 5th Congressional District.

It is fitting that we are here in Atlanta to discuss the state of our Historical Black Colleges and Universities. Here is the largest consortium of black colleges any where in the world.

As a graduate of Fisk University, I am well aware of the valuable experiences that HBCUs provide. While educational opportunities have increased for African-American students since the time I attended Fisk, the need for these colleges has not diminished. In fact, there is at least as great a need as there was 30 years ago. HBCUs play an invaluable role in preparing the teachers, scientists, doctors and lawyers that will lead us into the 21st Century.

In this age of dwindling resources, we must be careful to appropriate funds for programs that will prove to be solid investments in our future. In this regard, we cannot afford to miss investing in HBCUs. The expense to fund these institutions may appear great, but the return on the investment will be immeasurable.

We must continue our commitment to building and maintaining the HBCU infrastructure. Monies must be made available for research, financial aid programs, facilities, and equipment. We must also attract and retain qualified faculty. Fortifying the infrastructure of our black colleges will provide the means to success and self-fulfillment that our children deserve.

Today, we have reason to be encouraged about the state of Historical Black Colleges and Universities. I commend the witnesses that are with us today for their roles in furthering the mission of our black colleges. I look forward to hearing their testimony. I trust we will all leave here with a better understanding of what the mission of our black colleges is today and what it should be for the future. Thank you.

Senator FOWLER. Our first panel which I will welcome up to the witness desk is Dr. Thomas Cole, Jr., president of Clark Atlanta University; Dr. Wesley Cornelious McClure, president of Virginia State University; Dr. Henry Ponder, the president of Fisk University; Dr. Delores Margaret Richard Spikes, president of the Southern University System; and Dr. Harrison B. Wilson, the president of Norfolk State University in Virginia.

Do we have enough chairs?

[Brief pause.]

Senator FOWLER. We are missing somebody here.

Dr. WILSON. I am Harrison B. Wilson.

Senator FOWLER. Yes; I know who you are, Dr. Wilson.

Dr. WILSON. Dr. Cole is missing.

Senator FOWLER. Yes; I see. President Cole is missing but when he comes in, we will hear from him.

Dr. McClure, why don't we begin with you?

To all of our witnesses, I know you have had some staff contacts, but to the extent that you can summarize your testimony, it will enable us to have plenty of time for discussion and questions. I do want you to proceed as you will, but all of your testimony will be made a part of the record.

We welcome, first, Dr. Wesley McClure, president of Virginia State University.

STATEMENT OF DR. WESLEY CORNELIOUS McCLURE, PRESIDENT, VIRGINIA STATE UNIVERSITY

Dr. McCLURE. Thank you very much, Senator, Mr. Chairman, and, Senator, let me add my own great appreciation to you and to Congressman Lewis. Needless to say, Congressman Lewis, I met you many years ago when I was a little younger and you were still in the struggle to bring us to this point, and, to you, Senator, it is no means taken when we say that you are brilliant, committed, quite sensitive, and a true statesman with respect to not only this endeavor but to all endeavors to which you are committed.

You have a rather extensive statement before you regarding the role and the future work of our institutions in America. I will not go into any great length in laying out the presentation you have before you.

I will make note of the fact that I do come from the State in the Union which must be classed as a special kind of leadership at this time for our boasting the first elected black Governor in the United States of America.

Senator FOWLER. Hear, hear. [Applause.]

Dr. McCLURE. And also who boast the distinguished Senator, Charles Robb, who preceded him and who paved the way quite significantly in making sure that Mr. Wilder would get his chance to govern the Commonwealth of Virginia.

My basic testimony, sir, is in three areas. One relates to the tremendous achievements we are making now in agriculture. Many persons, especially young people now, are not inclined to go into careers in agriculture. Nowadays they are going into careers in teacher education and a number of other service-oriented areas. I can tell you that Virginia State University is a leader in this regard, that the Commonwealth of Virginia has seen fit to designate Virginia State University as the lead university in the Commonwealth in Aquaculture, that portion of agriculture that relates to the production of food and water, and our sister institution, VPI, Virginia Polytechnic Institute, yields to Virginia State University as the lead institution in aquacultural research.

We further tell you, sir, that we have recently established an institute for the study of critical social issues.

In our statement today, we have laid out four or five of the major areas of research to which we will devote most of our energies and resources over the next several years, not the least are issues of women in minorities, health and wellness, the survival and prosperity of the black male, et cetera. I will not go further into that except to say that the Commonwealth of Virginia recognizes these issues as critical to its own sustenance and we merely wish to let you know that any support you can give to this university in this regard will be greatly appreciated.

There is a center at the university, the Center for the Study of Energy and Water Resources. It takes note of the fact that agriculture cannot continue to prosper and to remain competitive with agriculture of other nations except that we consider issues relating to groundwater contamination, to air pollution, and to general issues of environment.

Again, the Virginia State University is designated as the lead institution in the Commonwealth for addressing issues in this regard.

And, finally, we take note of the fact that Virginia State University has recently established an Institute for the Fine Performing Arts. We want to be the goddess, the major repository for black holdings, music, et cetera between Washington, DC and Atlanta, GA. We fully recognize that Atlanta is very solidly the principal repository as far as the holding of fine arts are concerned among African-Americans, but we hope, President Cole, that you will allow us to join with you in this important realm of higher education as the preservation of the heritage and tradition of African-Americans is critical to the future posterity, not simply of African-Americans, but as well of the Nation and the world.

Mr. Senator, we would be remiss if we did not take note of the fact that at this time, the country is retreating rather substantially on matters relating to child care, illiteracy, drug use and abuse, and similarly, while we are here at the greatest womens institution in the world, I think I would be remiss again if I did not say that there is no question on anybody's mind that the black male is greatly threatened at this time and that if this great institution, Spelman College, is going to long endure, it too will have to have a special interest in the survival of the black male, for what is a great woman without a great man? [Laughter, applause.]

Senator Fowler, we do hope that you fully appreciate the work that we are doing there. As indicated earlier, Senator, we want to be as responsive as possible to questions that may arise and to all persons present, again, we say on behalf of the Commonwealth of Virginia and I know that my colleague, Dr. Harrison Wilson, who has the other public university in the Commonwealth, will be sure to sing a few extra praises for the Commonwealth as we join the great State of Georgia in a common quest to improve the posterity of all human kind. Thank you very much, sir.

Senator **Fowler**. Thank you, Dr. McClure, and we are all pleased by your success. I remember when you were academic dean at Clark, and we are glad to send ambassadors up to Virginia.

Dr. **McClure**. Thank you very much, Senator.

Senator **Fowler**. You did real well. We welcome you home.

[The prepared statement of Dr. McClure follows:]

Prepared Statement of Dr. Cornelious McClure, President, Virginia State University

To the honorable Members of the U.S. Senate Budget Committee, colleagues, and guests—it is indeed a great honor and privilege to be invited to address this distinguished committee.

I bring you greetings from the faculty, staff, and students of Virginia State University and from the Commonwealth of Virginia, where we just elected the first black Governor in the history of these United States.

Thank you for your invitation to serve as a witness at this hearing regarding the state of historically black colleges and universities [HBCU's] and of black higher education. I come before you as the executive officer of an historically black university, and as a graduate of one. My concerns and perspectives are, no doubt, shaped by these two facts and by my commitment to assist in making this Nation true to its commitment to democratic education, the purpose of which is to make the good life accessible to all citizens, regardless of race, ethnicity, national origin or gender. I am prepared to bear witness to the many ways in which HBCU's have, historically, served to make this vision a national reality and to the ways in which HBCU's might continue to do so. This can only happen if the public has a full, informed and clear appreciation of the history of HBCU's and how these institutions currently fit into our changing social matrix. Although I will speak quite specifically to the way we at Virginia State University envision our role, I am convinced that a similar vision and role inform the mission of the 34 other historically black State colleges and land-grant institutions that, along with the private black colleges, make up the community of institutions of which Virginia State University is a part.

During this academic year, Virginia State University, along with the other 1890 land-grant colleges and universities, will be celebrating 100 years of existence since the passing of the 1890 Morrill Act. For 100 years, we have survived as land-grant institutions because of your support and commitment to higher education for blacks and the disadvantaged. We applaud you for your wisdom and understanding of the role and contribution of our historically black institutions. We are proud of our accomplishments as land-grant institutions and we are making a difference.

It is my very welcomed task today to articulate the important role Virginia State University plays in this technological era in meeting the needs of black rural farmers and urban city dwellers; to present some comments regarding the remaining vestiges of a dual system of higher education that must be removed if we are to make black land-grant colleges full and equal partners in the academic and research community; and to address what black research institutions can do to make a more substantial contribution to the production of minority scientists, engineers and mathematicians.

One of the chief roles of our land-grant institutions is to ensure that the black farmer has access to the latest technology available in agriculture. The development of alternative enterprises suitable for our farmers continues to be one of the highest priorities in agriculture at Virginia State University. Applied research at the university supports the premise that agriculture must not be centered on a few crops if it is to continue as a viable industry. Therefore, Virginia State University has developed programs that will help farmers diversify, thus making agriculture more profitable.

The university's research farm has become a major resource for evaluating the potential of alternative enterprises to become a part of the agricultural community of Virginia. We are providing our farmers with the technology needed to produce and market enterprises such as shiitake mushrooms, commercial herbs, ginseng, belgian-type endive, elephant garlic, and various species of fish.

Aquaculture is estimated to become a $20 million industry in Virginia, and Virginia State University is fully recognized by both the executive and legislative branches of Government as the lead institution in developing this technology. Our minority and small farmers consequently will become some of the leading producers of catfish and hybrid-striped bass. More than 350 farmers, agribusiness representives and professionals attended a field day sponsored by Virginia State University on Friday, November 10, to observe the latest techniques in aquaculture.

It is incumbent upon our 1890 institutions to enter into agreements with other Federal agencies to ensure that the rural black farmers have access to and involvement in those programs impacting their futures. For example, Virginia State University has an agreement with the Soil Conservation Service to make minority farmers aware of the conservation provisions of the 1985 Food and Security Act. According to the act, if farmers who are producing crops on highly erodible land do not have a conservation plan approved by January 1, 1990, they will lose their eligibility to participate in USDA programs such as crop insurance, price supports, and FmHA loans. The farmers in Virginia are aware of this and they have complied with the provisions, due largely to the strong collaborative efforts of VSU and our sister institution, VPI&SU.

We are convinced that farmers must diversify and adopt low-input, sustainable agricultural practices if they are going to earn a profit. They must reduce the use of chemicals and pesticides and adopt technologies with will help to conserve our nature resource and improve the quality of our water supply.

As the State-supported, Aquaculture Program continues to expand, important concerns are surfacing with are critical to the survival of the program. For example, the following questions must be asked: What is the quality of the surrounding air? What kinds of pollutants might be in the water? What is the condition of the ground water beneath the pond? Answers to these questions are being sought through the research that is being undertaken through the center for water resources, energy, and environment. Students will be integrally involved in the research as a part of the revised curriculum of the School of Agriculture.

The center will develop several programs such as the faculty and student summer program, the hazardous materials management program, and the precollege summer program. The center will also seek approvals from EPA on two certified professional laboratories. Semiannual and annual conferences will be convened to analyze progress, explore avenues for expanded research, and expose the university community to the latest trends and advancements as described by export lectures and researchers in the fields of energy- and environment-related concerns.

According to a 1989 study on alternative agriculture by the Board of Agriculture and the National Research Council, research and extension program funds to study, develop, and promote alternative farming practices are inadequate. We need your support for our extension and research programs. We need to make sure that the capacity building program benefits our 1890 institutions.

Within the urban community, the university must address issues relating to housing, home-based businesses, child care, illiteracy, substance abuse, and teenage pregnancy. We have and will continue to develop programs to help abate these problems. We must help our youth to develop the self-esteem needed to stay in school and become productive members of society. Many of our youth are at risk and we must teach them life skills which will enable them to be self-confident and to think independently as well as inter-dependently in social roles.

The university is well on its way in the establishment of centers of excellence to address some of the critical issues confronting minority communities. Historically black institutions have unique experiences for serving the black community. They must be afforded the opportunity to serve the entire community. There still appears to be some reluctance to recognize and accept the black land-grant colleges and universities as equal partners. There are few instances in which they are provided adequate resources for program development, implementation, and evaluation. Ironically, this lack of support comes at a time when our communities need our resources and efforts more than even in order to address the declining participation of blacks at all education levels. In fact, a report called "One-Third of a Nation," issued in May 1988, by the Commission on Minority Participation in Education and American Life—established by the American Council on Education—stated that "we as a nation have retrogressed in the inclusion of minorities in a variety of areas: education, employment, health care, and the economy." [1]

Part of the mission of any institution of higher learning is to encourage social vision and to develop skills necessary to the actualization of the goals of the society. That is, higher education must accept responsibility for aiding the process of social transformation. No social system is without its problems and issues and ours is no exception. Indeed, as we move into the 21st century, we cannot help but be conscious of the many arenas in which our society must be changed. Each session of Congress reminds us that political and economic decisions regarding the allocation of resources or the regulation of social behavior present opportunities for us to move forward in the quest for a just society. Our educational institutions must provide occasions for us to investigate, discuss, and advance solutions to the problems that ail this Nation.

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[1] "Minority Participation Remains Top Priority for ACE," Educational Record. Summer/Fall 1989. Page 79.

Virginia State Univesity intends to be part of the process that addresses such issues. Toward that end, we are establishing an Institute for the Study of Critical Social Issues. The purpose of the institute is to:

1. Identify major areas of public concern;
2. Develop a research agenda that prioritizes areas of focus or concentration;
3. Identify faculty and affiliated personnel who will conduct studies;
4. Identify and secure sources of funding;
5. Conduct workshops, seminars, colloquia and courses for students, faculty, public officials and the public to address research issues;
6. Provide opportunities for collaboration between scholars and practitioners in projects designed to address particular issues; and;
7. Participate in project evaluations.

Initially, the institute will concentrate its research in four areas: (1) science and technology; (2) minority and ethnic communities; (3) women's issues; and (4) health and well-being. There are obviously very broad categories that have potential for overlap. This is intentional as we expect the institute to be interdisciplinary in focus and thrust. Given Virginia State University's reputation in the sciences and its status as a landgrant institution, we envision, for instance, chemists and biologists working with agronomists to design experimental projects in ecology safe agriculture. We expect those in political science, public administration, economics, and health-related sciences to investigate regulatory practices and alternative medical therapeutics as we look for ways to improve the health of our community. And we want there to be public discussion of ethical dimensions of decisions proposed by scientists and technologists. We must look at the ways in which women and minorities are faring in our society and search for means of improving this experiment in democracy.

The institute will create opportunities for all of us to understand and remain conscious of our obligations to our communities. It will be a place where great minds and leaders can gather and conduct research of the highest scholastic caliber—where genuine and critical dialog can take place. All this will be toward the end of enhancing the quality of the educational experience at Virginia State University and creating opportunities for the university to serve as a valuable resource for those who are interested in improving the quality of life in this Nation, and in this world.

We are also in the process of establishing an Institute for the Performing and Fine Arts which will, on the one hand, serve as a center for the preservation and promotion of black American art and culture. The Black Music Center at Virginia State Unviersity, founded in 1967 by the last composer and artist Ms. Undine Smith Moore, will be revitalized and expanded as one component of this institute. Activities, symposia, performances, exhibits, and lectures about the contributions of African-Americans to the arts will be a major focus. Black scholars, composers, visual artists, musicians, dancers, actors and actresses will be featured as often as possible. In addition, the center will serve as a repository to house collected materials related to black musicians and other artists, as well as artifacts which further enhance the cultural heritage of black Americans.

On the other hand, the wealth of human and physical resources on hand will serve as a catalyst for the development of the academic program in the arts. Music, theatre, the visual arts, and to some extent, dance will collaborate with the areas of computer science and engineering technology in the utilization of state-of-the-art equipment for pedagogical purposes in music theory, composition, theatrical production, etc. All of this will be done in conjunction with and under the guidance of the many expert artists who will be involved with the institute as guest lecturers, eminent scholars, and artists-in-residence for varying periods of time. The university will accelerate its efforts to provide opportunities for faculty development of its present staff, including grants procurement.

As knowledge of the exposure to the arts automatically involve history, politics, economics, geography, literature, religion, languages, and other aspects of world cultures, the Institute for the Performing and Fine Arts coincides directly with the internationalization of society, or the shrinking globe, and also has implications for interface with our plans for the institute for the study of critical social issues.

When there are opportunities for collaboration between historically black institutions and historically white institutions, the greater responsibility is often assigned to the white institution. We must be accorded the resources to maintain parity with our peer institutions if we are to be equal partners. The $50 million made available for facilities for both research and extension programs are examples of the support we need. We need your help to insure that the authorization is continued in the next farm bill in order for extension to receive the last 2 years of its funding for facilities.

Under the competitive contracting vehicle for international programs, there should be some set asides under the Gray amendment for 1890 institutions. This is needed for the 1890 programs to continue to make valuable contributions to the Third World countries. Presently, there are restrictions on the support grants received by the 1890 institutions in terms of amounts received.

Virginia State University is committed to affording those young people who are often overlooked by many institutions of higher learning an opportunity to pursue college degrees. Most of the students enrolling at Virginia State University are first generation college students from low-income families. Approximately 90 percent of the students matriculating at Virginia State University receive some form of financial aid, and this is essential to all of us if we want to continue to prepare these young people to become scientists, engineers and mathematicians.

There are more black men today going to jail than are going to college, and we must change this. We must develop internship programs with research, engineering, and related fields to aid in preparing our students for gainful employment within the advanced technologies.

Our programs within the sciences must remain on the cutting edge if our institutions are going to continue to make substantial contributions in the production of scientists, engineers, and mathematicians. We must continue to upgrade our curricula and research facilities, and attract quality faculty. We must have the latest equipment to conduct both basic and applied research. It is imperative that faculty members at our institutions have opportunities to stay abreast of the latest technologies within their fields so that our students will be able to compete with graduates from other universities.

A sizeable proportion of those who are familiar with HBCU's have considerable regard for the work we do, and the graduates we produce. But despite the incredible achievements of our institutions, their contributions to science and technology, human ecology, and serving and harnessing the energies of economically and socially neglected communities, there are those who argue that HBCU's are unable to meet the needs of most of our students or of that cadre of exceptionally talented students we would like to attract to our institutions in greater numbers. The second obstacle concerns the difficulties HBCU's have with securing the financial and other resources necessary to maximize the use of our talented faculty, students and staff. We realize that there is a catch 22 in acknowledging our needs or limitations as such facts are too often used to provide evidence for the assumptions of our detractors. As well, one occasionally argued sentiment is that if we have managed to do so well with so little, in times of fiscal austerity we shouldn't mind doing even more with less. But it is true that, despite the crippling effect of marginal state and federal assistance, HBCU's have served as partners in economic development, organized networks of self-help community groups, developed cooperative projects with private enterprise, educated generations of young men and women who have made considerable contributions to the society, and produced scholarly research. Still the Federal Government and the private sector must provide additional resources for enhancement and outreach. That is, we consider Virginia State University, for instance, to be an integral part of the Petersburg community and expect to be consulted on matters of economic development and community leadership. We expect to be recognized and supported as an active partner in combating the problems with which our community is faced. HBCU's certainly provide a useful laboratory for researching, discussing and addressing issues for which governmental and private research funds are allocated. A self-conscious effort must be made to view HBCU's accordingly. One example comes to mind. The educational testing service and the graduate council on higher education are engaged in many studies that attempt to measure and explain inequalities that prevail as relates to graduate education, yet they have difficulty gathering the data necessary to make meaningful judgments about minority populations. Since we serve such a sizeable minority population it is only logical that our institutions ought to be considered as resources; that it ought to be assumed that we have meaningful insights into the problems and concerns to which so many studies are addressed. Soliciting the skills of our institutions would also serve to reconstruct the public perception of the integrity of our institutions for those who are skeptical.

What can black research institutions do to make a more substantial contribution to the production of minority scientists, engineers and mathematicians?

Although the bulk of minority scientists, engineers and mathematicians continue to be produced by HBCU's there are three critical areas on which our efforts need to be focused. First we must begin to encourage students to develop interest in these areas at an earlier stage of their educational development so that they can also begin to take the courses and develop the skills necessary to pursue studies in these areas. At Virginia State University we are doing just that through our summer projects for youth. As well we have developed collaborative projects with local school systems througout the school year.

Secondly, we must identify resources to enhance the educational experiences we provide for undergraduate students studying in these areas. This includes exposing them to state-of-the-art equipment and techniques, and identifying internships or other experiential educational opportunities.

Finally, we must provide quality research experiences for our students so that they can develop confidence in their ability to do graduate study in these areas. Because despite the fact that we are producing more students in these areas—though all statistics say not nearly enough—lucrative job opportunities in these technical fields tend to discourage students from pursuing graduate work. Consequently, there has been a precipitous decline in the number of minority students receiving terminal degrees in these areas. It is possible for us to provide such experiences with the cooperation, assistance and support of the public and private sectors which must increase their use and development of our research skills and resources.

What I have attempted to do in the small time I have been allotted is to:

1. Clearify the historical and contemporary role and value of HBCU's.
2. Discuss the ways in which HBCU's can assist in meeting the needs of black rural farmers and urban city dwellers.
3. Identify how government and industry can assist in enhancing the academic integrity and public perceptions of the quality and value of HBCU's.
4. Outline how to increase the pool of minority scientists, engineers and mathematicians by early exposure to these disciplines, and sponsoring collaborative experiential and research projects to improve undergraduate education in these areas and prepare students for graduate education.

There is little doubt of the value and contribution of HBCU's. But in this time of shifting values and fiscal self-consciousness—not unlike the period following reconstruction—reevaluation of public priorities in higher education have created a difficult time for HBCU's. Institutional mergers and closures have been legally rationalized. Allusions to goodwill and best intentions have led some critics to insist that there is no place for a dual system of higher education in a truly democratic society. This is true when that system is designed to systematically undermine and restrict opportunities. Since that is not the role, practice or purpose of HBCU's they should not continue to be the target of criticism relative to concerns about equality. Indeed, I am arguing that the history and ongoing practices of HBCU's warrant the enthusiastic support of those devoted to the democratic principles that undergird this society.

Senator **Fowler**. Next, we have Dr. Henry Ponder, president of the great Fisk University.

Dr. Ponder, welcome.

STATEMENT OF DR. HENRY PONDER, PRESIDENT, FISK UNIVERSITY, CHAIRMAN, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION

Dr. **Ponder**. Thank you, Senator Fowler, this alumnus, and Congressman Lewis, it is a pleasure to be here to make this presentation on behalf of the National Association for Equal Opportunity in Higher Education. I am here representing that association as the chairman of the group, and it certainly is a pleasure to be here today.

There are several critical factors which are provided for in black colleges, so-called intangibles, which contribute to the success of HBCU's in enrolling, retaining and graduating black students.

Black colleges have assumed as their primary mission the role the education of low-income students. At the critical point where academic potential and motivation meet college costs and family resources, black colleges intervene to ensure success. In order to assure access, public and private black colleges keep their tuitions low and affordable. At private, historically black colleges, for example, tuition is about two-thirds of the national average for independent institutions. While the price paid by the student remains low and affordable, the actual cost is subsidized. At public institutions, the actual cost of educating a student is supplied by the State. In the case of private institutions, the real cost is subsidized by the United Negro College Fund.

UNCF supports 41 private, historically black colleges through local fund raising events, corporate contributions and a national telethon. Without State tax support at black public colleges and UNCF's efforts, the access of black students to college would be almost nonexistent. The cost of educating black students, who frequently require additional help to make up educational deficits caused by poor secondary schooling, may often be greater than better prepared majority and minority students.

Despite their low-income family situation and no prior family experience in a college environment, black college students are highly motivated and can excel in a positive environment. Dr. Jacqueline Fleming's book, Blacks in College, has documented the difference in outcomes when black Americans attend black colleges. She concludes,

> Our findings that black colleges have the capacity to positively influence cognitive development certainly argues for their continued existence. Despite their poorer resources, black colleges still possess the capacity to permit the expression of natural adolescent motivations for cognitive growth. This appears to be so because black college environment offers a student a wider network of supportive relationships.

Their full participation in all aspects of student life, that is, student government, sororities and fraternities, the presence of black role models and presence of black faculty and staff to counsel and tutor, and the existence of a positive and personally reinforcing learning environment will contribute to student success.

Recently, Eric Alterman wrote in the November 5, 1989 New York Times Magazine, and I quote:

> Indeed, there is little doubt that black colleges offer much more in the way of confidence-building and do a better job of nurturing their students through the rigors of college than do most traditionally white schools. At Spelman, for example, if a student's work in Dr. Gloria Wade-Gayles' classes seems to be falling off, the student is far less likely to get a failing grade than an invitation to come talk with her professor about what is wrong. "If a family member has lost a job or something, I give her space", says Wade-Gayles, an associate professor of English and womens' studies. Teaching at Spelman is not a bottom-line kind of thing.

Endowment growth. Clearly, the Nation's black colleges must be looking to the future and one of the critical areas of need among all black colleges is the matter of endowment growth for self-sufficiency. As an example of how critical this matter is, consider that the average endowment of all colleges in the United States is about $14 million. Yet, among the United Negro College Fund institutions which, in the main, have higher endowment portfolios than black public colleges, the average endowment is only $4.6 million.

Should the Federal Government, you ask, engage in strengthening the endowment of black colleges? To say of course would be too simple. Yet, the Federal Government is already in the endowment building business each time it awards a multimillion-dollar research grant to institutions with an indirect cost recovery rate of, in some instances, 72 percent.

As a result of the Challenge Grant Act, and Black College Act Amendment to Title III of the Higher Education Act, the Federal Government now provides, on a matching basis, endowment grants of up to $1 million.

Thus, I believe that if the Congress and the President truly believes that these institutions are national resources, and unless they have some other plan for meeting the educational needs of the hundreds of thousands of youngsters now enrolled in black colleges should they close, it is incumbent upon them to help these institutions strengthen themselves so that they will not have to continue to count upon Federal largess for survival.

Student financial aid. Student financial aid constitutes the single largest form of Federal assistance in historically black colleges. Our students are disproportionately lower or middle income and have little difficulty demonstrating financial need under the needs testing program.

Federal policy requiring validation of income and other family financial data due to a low default threshold which imposes a pure paper work burden on small colleges in the application process itself, actually imposes substantial burden on the student seeking aid, as well as those institutions which enroll large numbers of eligible students. These burdens and requirements inhibit rather than encourage minority access.

Most importantly, however, is the conflict between a Federal policy which encourages access in reaching out to academically at-risk students and the dramatic shift of Federal student aid in the last decade from grant aid to loans. Federal policies now simultaneously encourages black colleges to provide access, forcing us to offer the academically at-risk student aid package, including several thousand dollars in staturate and Perkins loans, and then punishes the student if the at-risk student fails to persist or initially accepts a lower-paying job and defaults on his or her indebtedness.

We must begin to rationalize this policy by both recognizing the risk of loaning substantial funds to low-income students and allowing the limited responsibilities of schools to ultimately control student loan default rates.

Now, here are some specific suggestions.

One, the Department of Education should only require students to complete the requisite Federal financial aid forms once, at the freshman year level, and, thereafter, only request annual updates. This would eliminate a great deal of confusion and frustration for the black students who abhor dealing with the complexities of a financial aid processing system that is both rigid and anything but sensitive.

Two, the Federal Government must revisit the current formulas and eligibility guidelines for awarding students financial assistance. Too many bright and enthusiastic youngsters are being closed out of higher education because of the unavailability of funds.

Three, the Federal Government should develop a loan forgiveness program for students from families with modest incomes. This program should be structured like the old National Defense Student Loan Program, that is, in-school subsidy, low interest rates and a loan forgiveness clause for students who commit to teaching or working in fields in which a substantial portion of low-income people are involved. The new program would also forgive loans for students who enter and complete graduate school.

Finally, the Pell Grant Program should be made a true entitlement or new legislation to require institutions to front load Federal financial aid packages with more grant money and less or no loan money for minority and other low-income students during the first 2 years.

This concludes my testimony, Mr. Senator. I would be pleased to answer any questions you or your colleague may have.

Senator FOWLER. I want to thank you very, very much for your very fine analysis and I liked the more specific suggestions in your testimony.

[The prepared statement of Dr. Ponder follows:]

STATEMENT OF DR. HENRY PONDER,
PRESIDENT OF FISK UNIVERSITY
AND CHAIRMAN OF THE NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION (NAFEO)

November 13, 1989

Senator Fowler, Members of the Senate Budget Committee, I am Henry Ponder, President of Fisk University in Nashville, Tennessee and the current Chairman of the National Association for Equal Opportunity in Higher Education (NAFEO).

I am also an active member of the United Negro College Fund. Both NAFEO and UNCF welcome this opportunity to express to you and to the Congress our appreciation for your willingness to examine the issues affecting black colleges and universities and the status of Black Americans in higher education. Since so much of federal policy-making affecting black colleges and higher education policy, in general, is being driven by the budget deficit -- and priorities which make education last, not first -- we welcome this chance to tell this Committee how things ought to be!

NAFEO was founded in October 1969, as a voluntary independent association of the Nation's 107 historically black colleges and universities, but we also include in our membership numerous traditionally and predominantly black colleges and universities throughout the country. We include in our membership 117 historically and predominately black two-year and four-year public and private institutions located in 23 states, the District of Columbia and the U.S. Virgin Islands.

It is organized to articulate the need for a higher education system where race, income, and previous education are not determinants of either the quantity or the quality of higher education. This is an association of those colleges and universities which are not only committed to this ultimate goal, but are now fully committed in terms of their resources, human and financial, to achieving that goal.

The United Negro College Fund (UNCF) is foremost and primarily a fundraising origanization which represents the 41 private, four-year historically black institutions. The monies contributed to UNCF provides support for each college ranging from daily operations to student scholarships. UNCF also works closely with the federal government to help private black colleges and their students achieve their goals. As our slogan says, "A MIND IS A TERRIBLE THING TO WASTE".

Black colleges exist today in the awake of a proud tradition -- born in slavery, nurtured through reconstruction and the 1960's civil rights movement, and matured in the development of a long line of black leaders from Booker T. Washington and Mary MacLeod Bethune to Mary Hatwood Futrell and Ronald C. McNair. These colleges have suffered through meager resources, illegal segregation and duplicitous behavior by the federal and state governments. They have, notwithstanding these almost insurmountable barriers, made first-class doctors, lawyers, engineers and teachers out of second-class citizens who were former slaves.

The Early Years: A Segregated Past

No one has ever written a complete history of Black America's struggle for education. Statements such as "during slavery it was illegal to teach a slave to read" continue to over-simplify the fact that the education circumstances of both free and enslaved Black people varied widely.

In some Spanish territories there were schools for Africans and Native Americans as early as the Sixteenth Century. And, in the Eighteenth Century, African slaves from Islamic cultures probably had a higher literacy rate than white because many Moslems could read and write Arabic.

During the Colonial Period, black people probably received the best education in Pennsylvania and Massachusetts where there were no laws against educating slaves. According to Massachusetts historian and State Legislator Byron Rushing, in 1674, a reformer named John Eliot asked local slave owners to send him their slaves once a week for instruction. His death cancelled his plans, but others established classes for African slaves in 1717 and 1728.

The history of Black education is not without its ironies. Rushing also maintains that in 1798 and 1800, black parents, who felt their children were unwelcome in Boston's public schools, petitioned the school committee to establish separate segregated schools. When their request was denied, they established a private school. In 1808, it moved to the African Meeting House and became partly subsidized with public funds. Several other Black schools were established, but by the 1840's, both black and white abolitionists had changed their thinking, and segregated schools were outlawed in 1855.

Prior to the Reconstruction Era, only a few institutions, including Berea College in Kentucky and Oberlin College in Ohio, admitted Negroes. Before the Civil War ended, two Black colleges were established by church groups to provide Black freedmen with an education in the liberal arts. (Cheyney State college was founded in 1837, but its purpose was normal and industrial education and the college did not confer a bachelor's degree.) Wilberforce University in Ohio and Lincoln University in Pennsylvania were the pioneers for the 123 colleges and universities established to serve Blacks between 1854 and 1952 when Black Americans had very limited access to white institutions.

The Federal government's role in providing access for the freed slaves to higher education began with the creation of the Freedmen's Bureau and the subsequent founding of Howard University in 1867, the only federally created and supported institution of higher education for Black Americans in the United States.

Howard University was founded as the Howard Normal and Theological Institute for the Education of Teachers and Professions of the First Congressional Society of Washington. Named after Union General Otis Howard, the name was shortened when the current university charter was approved by Congress and signed by President Johnson on March 2, 1867. The charter designed Howard as "The University for the education of youth in the liberal arts and sciences." Although Howard was charted by Congress to educate the newly freed slaves, it has, from the beginning, offered education to all. The first student body included for white girls who were the daughters of some of the university's trustees and faculty.

Almost all the black colleges founded during the Reconstruction Period (1865-1877) were established with the assistance of northern white philanthropists who committed themselves to the educational advancement of four million newly freed slaves and about one-half million free Blacks classified as "free men of color" prior to the Civil War. Among the earlier private black colleges were Hampton Institute (Virginia, 1864), Shaw University (North Carolina, 1865), Fisk University (Tennessee, 1866), St. Augustine's College (North Carolina, 1867), Morehouse College (Georgia, 1867), Morgan College (Maryland, 1867) and Knoxville College (Tennessee, 1875). Many were products of the more progressive elements in traditional religious bodies. Only Cheyney State College (1837) in Pennsylvania was founded prior to the Civil War. However, all but two of these institutions were listed as normal or industrial schools and did not confer bachelor's degrees.

As most of you know, the Federal Government first became actively involved in the support of higher education in America via the Morrill Land Grant Acts. Parenthetically, even though the first Morrill Act was passed in 1862, the first Negro Land Grant College was not established until 1871. At that time, the State of Mississippi granted three-fifths of the benefit from the land sales to establish Alcorn University. And, in 1872, South Carolina granted funds derived from the sale of land under the provisions of the Morrill Act to Claflin College, a private institution, to take on some of the land grant functions. The only other state to take advantage of the Morrill Act to support the case of Negro higher education was Virginia when, in 1872, the state gave half of the receipts from land sales to Hampton Institute (another private college). Later, Virginia established a separate Negro land grant college (Virginia State College) to assume the land grant functions for the Black citizens of the state.

Thus, the initial Morrill land grant legislation did little to further or stimulate the development of public higher education facilities for Negroes, primarily because the white legislatures with the ultimate control of the disposition of the monies did not perceive Negro higher education as important or necessary. However, the provisions of the second Morrill Land Grant Act (1890) contained a specific injunction against racial discrimination with respect to the use of land grant institution supported by or established under the specific legislation. Unfortunately, and in retrospect, while theoretically forbidding discrimination, the language of the second Act suggested the creation of "separate but equal" facilities for "white and colored students" satisfied the mandate of the Act. Thus, spurred to action, but very comfortable with the unique language and provisions of the Second Morrill Land Act, seventeen (17) states established separate land grant colleges for Negroes. Therefore, it was not until 1890 that public higher education for Negroes became a reality; moreover, the Negro land grant colleges started much later than their counterparts, never received the level or quality of the support implied in the language of the second Act, and until recently, never reached the fulfillment of the "land grant notion." Thus, although created by the same piece of legislation, not one of the Negro land grant colleges has reached the eminence of a University of Michigan, a University of California, or a University of Wisconsin, but to cite a few examples.

In 1872, Alcorn College (Alcorn State University) became the first black land grant institution under the Morrill Act of 1862. Seventeen public black colleges, the so-called 1890 institutions, were established under the second Morrill Act of August 30, 1890.

This act paved the way for the development of legally separated black and white land-grant public institutions in various states. As a result, within a nine-year period, between 1890 and 1899, one land-grant college for black students was either established or planned in each of the seventeen southern and border states. At the time they were separate, unequal, and, for the most part, could not award baccalaureate degrees.

The Role of Historically Black Colleges and Universities

The Nation's historically black colleges and universities have survived more than a century of neglect at the hands of both the federal and state governments as well as the advent black admission to traditionally white institutions. They now face an uncertain future with fluctuating enrollments often burdened by the overconcentration of low-income educationally under prepared students, and less-than-adequate resources to meet the academic and financial aid needs of all students who seek admission. The proud tradition of black colleges in America is only partly explained by recounting the brief history arising out of segregation and slavery, or by recalling the celebrated stories of Booker T. Washington, Mary MacLeod Bethune or Benjamin E. May's and chronicling the accomplishments of the Rev. Dr. Martin Luther King, Jr., Mary Hatwood Futrell and Ronald E. McNair.

Today's story of black colleges is only partly a proud history arising from the ashes of slavery and racial segregation. Today's history of black colleges and universities is a story of maximizing success with minimal resources. Black colleges and universities, whether public or private share some common characteristics:

- They enroll almost 200,000 students, some 130,000 in public HBCUs and 62,000 in their private counterparts, but only forty percent of all blacks in higher education.

- They award 40 percent of all baccalaureate degrees received by African Americans.

- They receive, on the average, $1.8 million annually in federal funds, 80 percent of which comes to the campus in the form of student aid.

- The struggle at HBCUs to keep tuition low has the anomalous effect of decreasing the amount of federal student aid received while their full-time enrollments increase.

Black colleges and universities have assumed the difficult task of assisting the Federal Government implement Congress declared policy of providing "access" and some measure of "choice" in higher education for low-income students. Even when this was not federal policy, black colleges promoted equal opportunity in higher education by educating black men and women beginning in the Reconstruction Era, and then eliminating family finances as a barrier to receiving a college education. HBCUs have made enormous strides in educating generations of black teachers, lawyers, engineers, doctors and politicians. When the names of the Rev. Jesse Jackson, Marva Collins, Justice Thurgood Marshall, former Representative Barbara Jordan, Rev. Dr. M.L. King, Jr., Mayor Andrew Young and HHS Secretary Louis Sullivan, M.D. are mentioned, as a partial list of prominent black college alumni. These institutions have accomplished much with the limited resources, myriad barriers to student academic success, and extraordinary constraints reinforced by institutional racism within society and the larger higher education community.

There are several critical factors which are provided for in black colleges, so-called intangibles, which contribute to the success of HBCUs' in enrolling, retaining and graduating black students.

Black colleges have assumed as their primary mission and role the education of low-income students. At the critical point where academic potential and motivation meet college costs and family resources -- black colleges intervene to ensure access. In order to assure access, public and private keep their tuitions low and affordable. At private, historically black colleges, for example, tuition is about two-thirds of the national average for independent institutions. While the price paid by the student remains low and affordable, the actual cost is subsidized. At public institutions, the actual cost of educating a student is supplied by the state. In the case of private institutions, the real cost is subsidized by the United Negro College Fund (UNCF). UNCF supports 41 private, historically black colleges through local fund raising events, corporate contributions and a national telethon. Without state tax support at black public colleges and UNCF's efforts, the access of black students to college would be almost non-existent. The cost of educating black students, who frequently require additional help to made up educational deficits caused by poor secondary schooling, may often be greater than better prepared majority and minority students.

Despite their low-income family situation and no prior family experience in a college environment, black college students are highly motivated and can excel in a positive environment. Dr. Jacqueline Fleming's Blacks In College has documented the difference in outcomes when Black Americans attend black colleges.

> Our findings that Black colleges have the capacity to positively influence cognitive development certainly argue for their continued existence...Despite their poorer resources, Black colleges still possess the capacity to permit the expression of natural adolescent motivations for cognitive growth. This appears to be

> soon because the Black college environment offers a student a wider network of supportive relationships.

Their full participation in all aspects of student life, e.g., student government, sororities and fraternities, the presence of black role models and presence of black faculty and staff to counsel and tutor, and the existence of a positive and personally reinforcing learning environment will contribute to student success.

Recently, Eric Alterman in the November 5, 1989 New York Times Magazine wrote:

> Indeed, there is little doubt that black colleges offer much more in the way of confidence-building and do a better job of nurturing their students through the rigors of college that do most traditionally white schools. At Spelman, for example, if a student's work in Dr. Gloria Wade Gayles's classes seems to be falling off, the student is far less likely to get a failing grade than invitation to come talk with her professor about what is wrong. "If a family member has lost a job or something, I give her space," says Wade-Gayles, an associate professor of English and women's studies. "Teaching at Spelman is not a bottom-line kind of thing."

Endowment Growth

Clearly, the nation's Black Colleges must be looking to the future and one of the critical areas of need among all Black Colleges is the matter of endowment growth for self-sufficiency. As an example of how critical this matter is, consider -- if you will -- that the average endowment of all colleges in the United States is about $14,000,000. Yet among the United Negro college Fund institutions (which, in the main, have higher endowment portfolios than Black public colleges), the average endowment is only $4,600,000. Should the federal government, you ask, engage in strengthening the endowment of Black Colleges? To say of course would be too simple. Yet the Federal Government is already in the endowment building business each time it awards a multi-million dollar research grant to institutions with an indirect-cost recovery rate of (in some instance) 72%! Moreover, via the recently enacted Title III Endowment Plan, the Federal Government now provides, on a matching basis, endowment grants of up to $500,000.

Thus, I believe that if the Congress and the President truly believe that these institutions are "national resources," and unless they have some other plan for meeting the educational needs of the hundreds of thousands of youngsters now enrolled in Black Colleges should they close, it is incumbent upon them to help these institutions strength themselves so that they will not have to continue to count upon federal largess for survival.

An enhanced federal commitment in this area may well serve to meet yet another initiative, namely increasing private sector support for these institutions. The government should establish a new and competitive endowment fund exclusively for Black Colleges (maximum grant of $1,000,000 per year) and encourage private sector matches on a dollar for dollar basis by giving corporations and philanthropic organizations very favorable tax deduction benefits. I am clearly not as clever with figures as some members of the administration, but I wonder why a reverse supply-side economics incentive would not work here?

Student Financial Aid

- The government should require students to complete the requisite federal financial aid forms only one time (at the freshmen year level) and thereafter only request annual updates. This would eliminate a great deal of confusion and frustration for the Black students who abhor dealing with the complexities of a financial aid processing system that is both rigid and any thing but sensitive.

- The Federal Government must relieve Black Colleges (and other post-secondary institutions) of the awful burden of validation. I view that process as a federal responsibility, and at the very least, if the government will require institutions to perform this function, it must provide to us the resources to hire people to perform just that function. At present, we cannot do what we should do for our students (counseling, assistance with completing forms, etc.) because of the validation burden.

- The Federal Government must revisit the current formulas and eligibility guidelines for awarding student financial assistance. Too many bright and enthusiastic youngsters are being closed out of higher education because of the unavailability of funds.

- The Federal Government should develop a new loan program for students from families with modest incomes. This program should be structured like the old National Defense Student Loan Program (i.e., in-school subsidy, low interest rates and a loan forgiveness clause for students who commit to teaching or working in fields in which a substantial portion of low-income people are involved). The new program would also forgive loans for students who enter and complete graduate school.

- Finally, new legislation should require institutions to "front load" federal financial aid packages with more grant money and less (or no) loan money for minority students during the first two years.

Senator FOWLER. I think we will hold our questions until we hear from all on our panel.

Next, we are pleased to welcome Dr. Delores Spikes, the president of the Southern University System in New Orleans.

Welcome, Dr. Spikes.

STATEMENT OF DR. DELORES MARGARET RICHARD SPIKES, PRESIDENT, SOUTHERN UNIVERSITY SYSTEM, NEW ORLEANS, LA

Dr. SPIKES. Thank you.

Senator FOWLER. Pull that microphone over there in front of you, please.

Dr. SPIKES. Senator Fowler and Congressman Lewis, we appreciate this opportunity to appear here today. We express our thanks too to my sister president, Johnetta Cole, for her hospitality this morning and for the hospitality of the rest of the Spelman College community.

Southern University is a system with campuses in Baton Rouge, New Orleans and Shreveport and a Law Center on the Baton Rouge campus. The oldest and largest of these campuses is at Baton Rouge.

I was asked in a letter about a week or two ago about Louisiana's connection with the Adams case, the posture of Southern University in this matter, and whether I see any light at the end of the tunnel.

The following questions were also posed. Do you think desegregation can be achieved without hurting black colleges and universities of the south, what positive benefits can Southern and Grambling and other black colleges gain from the protracted Adams litigation?

I have attempted to respond to your request in the draft, the document that has been presented this morning. It is an unedited version.

We are pretty much a State assisted school now rather than State supported so much of my time is now devoted to seeking other funds for the support of the university, plus I have only been in the office for about 4 or 5 days in the last 2 weeks and I have had not a chance to fully edit the document that you have before you.

For the past 20 years, the State of Louisiana has been cited by the Federal Government as operating under a dual system of higher education. On January 13, 1969; October 21, 1969; May 21, 1973; and November 10, 1973, authorized representatives of the Department of Health, Education and Welfare sent letters to the appropriate officials of the State of Louisiana advising that the State was operating a racially dual system of public higher education in violation of the Civil Rights Act of 1964. The letters requested the State to submit a State-wide education desegregation plan.

On February 16, 1973, the Court in Adams versus Richardson ordered HEW to secure acceptable plans for higher education desegregation from Louisiana and nine other States within 120 days of the Court's order or to commence enforcement action against those States under the provisions of title VI.

The original intent of the Adams case certainly was not to place the burden of desegregation on Historically Black Colleges and Universities. One intent was to sufficiently and significantly enhance black colleges so as to attract other race students, thereby serving as a means of desegregation.

The State of Louisiana did not submit a plan for desegregation of higher education as required. Accordingly, on March 14, 1974, the U.S. Department of Justice filed suit against the State of Louisiana for maintaining and operating a dual system of higher education.

The United States maintained that the State had failed to provide financial support on an equal basis for Grambling and Southern Universities for academic program implementation, physical facilities and for general enhancement.

In 1981, the State of Louisiana entered into a consent decree with the United States. This consent decree was to erase vestiges for the dual system under which the Justice Department declared the State continued to operate. This was for a prescribed period of time, 6 years, lasting until December, 1987.

Under the consent decree, historically black institutions in Louisiana were to be significantly enhanced through the implementation of new academic programs, new capital outlay projects, faculty development and the overall general enhancement of existing programs. Most of the programs were developed and implemented exclusively by the respective HBCU's during the 6-year period of the decree. It was also specified they be offered on a dual or cooperative basis with the nearby predominantly white institutions.

The consent decree stipulated that certain new construction and renovation projects were to be identified for the HBCU's. Again, the bottom line was to ultimately enhance the HBCU's to the extent that other race students would want to enroll at Southern University or Grambling State University. I have some really personal bias against the enhancement of universities solely for the purpose of the erosion of other race students. It is a shame that we were to the point that black people in and of themselves were thought by the State and by the Government as not being worthy of having the universities enhanced for their own worth.

In terms of actual buildings completed under the consent decree the results were dismal, very few were complete. There was only one such building authorized for the New Orleans campus of Southern University. It has yet to be built.

We proposed that approximately $200 million would be spent for the enhancement of black colleges, Southern and Grambling, during the 6-year period. Approximately half of this was spent. It is significant to note that consistent with the tradition of all HBCU's, that is, to do much with little, in spite of consistent underfunding, both Grambling and Southern have been successful in implementing some programs that are promising and could, if funded properly, reflect the high quality that was the goal of the original consent decree. The Schools of Nursing at both Grambling and Southern, the Graduate Social Work Program at Southern University, New Orleans, the Downtown Metro Center at Southern University, Shreveport are just a few examples.

The problem now is that we are faced with a situation that does not limit itself to only those programs implemented under the consent decree. Given the depressed state of the economy and the subsequent consistent budget reductions in higher education over the last several years in our State, we are faced with the task of evaluating and prioritizing all current program offerings, at least at Southern University, with a view toward making some hard decisions as to which programs can continue as they are and which may have to be combined, eliminated, or otherwise amended.

In the area of capital outlay, some $16 million were spent on projects for Grambling and $14 million for Southern University and, as I said before, the Southern System is made up of three campuses and the Law Center.

Adequate physical facilities are essential for enhancement and, in all instances, for effective program implementation. The State, on the one hand, approved the implementation of new programs, but, on the other hand, it failed to provide funds to build the physical facilities to house some of these programs so as to significantly enhance our chances for success.

Moneys were allocated to both Southern and Grambling for general enhancement. Unfortunately, we were forced to use these funds to offset consistent budget reductions in the overall appropriations for all State universities. We, therefore, take the position that enhancement never took place, since enhancement would suggest improvements upon what is already available. General enhancement moneys became survival funds, used to provide bare minimals in terms of basic program needs.

Why didn't the consent decree work as a whole? One could readily point to some very basic reasons; one, consistent underfunding for program development; two, failure to complete capital outlay projects; three, inability to readily use enhancement funds to enhance; and, four, perpetuation of negative attitudes and views.

And may I say a word or two on this? Regardless——

Senator FOWLER. Dr. Spikes, forgive me, but I did read your whole 20 some odd page statement, and if you would bring us up to the current situation, all of this will be made a part of the record.

Dr. SPIKES. Yes, that is exactly where we are now. I am reading from various parts of the statement, not the entire statement.

Senator FOWLER. Where possible.

Dr. SPIKES. OK.

The consent decree ended in December 1987. The Justice Department, however, declared that vestiges of a dual system still exists and the State had not lived up to its commitments as outlined in the decree.

Since December of 1987, negotiations, discussions and deliberations among all parties have taken place. The State's position is that desegregation cannot be effected under the present governance structure. The Governor of the State of Louisiana strongly feels that the only means of effectively desegregating the higher education system in the State is to have a single board. Presently, there are four governing boards in the State.

The State's plan has recommended the elimination of the four existing governing boards, the development of a comprehensive statewide community college system, the elimination of unnecessary duplication in program offerings at the various institutions, and the use of a kind of tier system to classify the four institutions.

The PBI's are concerned about what their chances of survival will be if a single board becomes a reality. Representatives have indicated their desire to have these institutions constitutionally protected.

It is the position of Southern University that desegregation can be achieved without hurting black colleges. It depends largely on attitudes and views of whites in general and of the various governing structures in particular whether or not this can come about. A successful plan of higher education desegregation depends on commitment of resources and motivation to get the job done.

One of the dangers that historically black colleges and universities and those whom they serve face is that of having individuals with negative or biased attitudes in positions where decisions are made that could adversely affect or hurt these institutions.

The leading candidate for the position of Commissioner of Higher Education of the State of Louisiana has stated, "I worry that a lot of window dressing goes into traditional black campuses instead of proven programs," and has been "critical of the traditional role of mostly black colleges."

Historically black colleges and universities were initially established to provide access and opportunity to people of color. The need is still there. Clientele that has been traditionally described as disadvantaged or deficient primarily in terms of economic and education in many of our institutions. In the last year and a half, Southern University has lost 1,000 students in enrollment solely because of the unavailability of essential financial aid, solely because of that reason.

The road for public historically black colleges and universities in the State of Louisiana has been and continues to be a rough one. We are constantly devoting energies to defending ourselves and the need for our continued existence, both in and out of the courts.

The legal battle has been a long and difficult one for both Southern and Grambling. We take the position that the ultimate destiny of all HBCU's will be affected by what happens to any one of us. The struggle for survival of one institution becomes the struggle for us all.

HBCU's have made invaluable and immeasurable contributions to this nation and to this world by providing educational access and opportunity to the thousands who have made a conscious choice to enter these institutions.

The question before us now, where we stand, is whether Louisiana, which has a population of about 30 percent black, will endorse the opportunity of having its minority citizens afforded the opportunity to continue, a second chance in many instances, and the first chance in others.

Thank you very much.

Senator FOWLER. Thank you, Dr. Spikes, for your very comprehensive statement.

[The prepared statement of Dr. Spikes follows:]

PREPARED STATEMENT OF DR. DELORES MARGARET RICHARD SPIKES, PRESIDENT, SOUTHERN UNIVERSITY SYSTEM, NEW ORLEANS, LA

BACKGROUND

THE STATE OF LOUISIANA HAS SEVERAL HISTORICALLY BLACK INSTITUTIONS OF HIGHER EDUCATION. THE SOUTHERN UNIVERSITY SYSTEM IS COMPRISED OF THREE CAMPUSES: SOUTHERN UNIVERSITY AT BATON ROUGE, SOUTHERN UNIVERSITY AT NEW ORLEANS, SOUTHERN UNIVERSITY AT SHREVEPORT AND THE SOUTHERN UNIVERSITY LAW CENTER, WHICH IS LOCATED ON THE BATON ROUGE CAMPUS. GRAMBLING STATE UNIVERSITY IS LOCATED IN THE NORTHERN PART OF THE STATE. WHILE THE UNIVERSITIES ALREADY MENTIONED ARE ALL PUBLIC, TWO PRIVATE UNIVERSITIES, XAVIER AND DILLARD UNIVERSITIES, ARE LOCATED IN NEW ORLEANS, LOUISIANA.

FOR THE PAST TWENTY YEARS, THE STATE OF LOUISIANA HAS BEEN CITED BY THE FEDERAL GOVERNMENT AS OPERATING UNDER A DUAL SYSTEM OF HIGHER EDUCATION. ON JANUARY 13, 1969; OCTOBER 21, 1969; MAY 21, 1973; AND NOVEMBER 10, 1973, AUTHORIZED REPRESENTATIVES OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE (HEW) SENT LETTERS TO THE APPROPRIATE OFFICIALS OF THE STATE OF LOUISIANA ADVISING THAT THE STATE OF LOUISIANA WAS OPERATING A RACIALLY DUAL SYSTEM OF PUBLIC HIGHER EDUCATION IN VIOLATION OF THE CIVIL RIGHTS ACT OF 1964. THE LETTERS REQUESTED THE STATE TO SUBMIT A STATE-WIDE HIGHER EDUCATION DESEGREGATION PLAN.

ON FEBRUARY 16, 1973, THE COURT IN ADAMS V. RICHARDSON ORDERED HEW TO SECURE ACCEPTABLE PLANS FOR HIGHER EDUCATION DESEGREGATION FROM LOUISIANA AND NINE OTHER STATES WITHIN 120 DAYS OF THE COURT'S ORDER OR TO COMMENCE ENFORCEMENT ACTION AGAINST THOSE STATES UNDER THE PROVISIONS OF TITLE VI. AMONG THE NINE OTHER STATES NAMED IN THE ADAMS CASE WERE MISSISSIPPI, GEORGIA, FLORIDA AND NORTH CAROLINA.

THE ORIGINAL INTENT OF THE ADAMS CASE CERTAINLY WAS NOT TO PLACE THE BURDEN OF DESEGREGATION ON HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. ONE INTENT WAS TO SUFFICIENTLY AND SIGNIFICANTLY ENHANCE BLACK COLLEGES SO AS TO ATTRACT OTHER-RACE STUDENTS, THEREBY SERVING AS A MEANS OF DESEGREGATION.

THE STATE OF LOUISIANA DID NOT SUBMIT A PLAN FOR DESEGREGATION OF HIGHER EDUCATION AS REQUIRED BY HEW. ACCORDINGLY, ON MARCH 14, 1974, THE UNITED STATES DEPARTMENT OF JUSTICE FILED SUIT AGAINST THE STATE OF LOUISIANA FOR MAINTAINING AND OPERATING A DUAL SYSTEM OF HIGHER EDUCATION. SPECIFICALLY, THE UNITED STATES COMPLAINED THAT THE STATE WAS MAINTAINING GRAMBLING STATE UNIVERSITY AND SOUTHERN UNIVERSITY AS PREDOMINANTLY BLACK INSTITUTIONS, WHILE SIMULTANEOUSLY MAINTAINING OTHER PUBLIC UNIVERSITIES AND COLLEGES IN THE STATE AS PREDOMINANTLY WHITE INSTITUTIONS. MORE SPECIFICALLY, THE UNITED STATES MAINTAINED THAT THE STATE HAD FAILED TO PROVIDE FINANCIAL SUPPORT AND APPROVAL ON AN EQUAL BASIS FOR GRAMBLING AND SOUTHERN UNIVERSITIES FOR NEW ACADEMIC PROGRAM IMPLEMENTATION, PHYSICAL FACILITIES AND FOR

OVERALL GENERAL ENHANCEMENT. FURTHER, THE UNITED STATES MAINTAINED THAT THE STATE, THROUGH ITS GOVERNORS, FOLLOWED A PRACTICE OF APPOINTING PREDOMINANTLY WHITE PERSONS TO SERVE ON THE BOARD OF REGENTS, THE BOARD OF TRUSTEES AND THE LOUISIANA STATE UNIVERSITY BOARD OF SUPERVISORS, WHILE APPOINTING PREDOMINANTLY BLACK PERSONS TO THE SOUTHERN UNIVERSITY BOARD OF SUPERVISORS - THEREBY MAINTAINING RACIALLY DUAL GOVERNING BOARDS.

IN 1981, THE STATE OF LOUISIANA (SOUTHERN UNIVERSITY AND GRAMBLING STATE UNIVERSITY, ALONG WITH OTHER PUBLIC UNIVERSITIES AND COLLEGES IN THE STATE OF LOUISIANA AND ALL HIGHER EDUCATION GOVERNING BOARDS IN THE STATE) ENTERED INTO A CONSENT DECREE WITH THE UNITED STATES. THIS CONSENT DECREE WAS TO ERASE VESTIGES OF THE DUAL SYSTEM UNDER WHICH THE JUSTICE DEPARTMENT DECLARED THE STATE CONTINUED TO OPERATE. THIS WAS TO BE DONE IN A PRESCRIBED PERIOD OF TIME - SIX (6) YEARS.

UNDER THE CONSENT DECREE, HISTORICALLY BLACK INSTITUTIONS WERE TO BE SIGNIFICANTLY ENHANCED THROUGH THE IMPLEMENTATION OF NEW ACADEMIC PROGRAMS, NEW CAPITAL OUTLAY PROJECTS, FACULTY DEVELOPMENT AND THE OVERALL GENERAL ENHANCEMENT OF EXISTING PROGRAMS.

THE ORIGINAL CONSENT DECREE DOCUMENT SET FORTH GOALS FOR OTHER-RACE PRESENCE AT HISTORICALLY BLACK INSTITUTIONS AND WHAT IS DESCRIBED IN THE FORMAL CONSENT DECREE DOCUMENT AS PROXIMATE INSTITUTIONS IN RELATION TO THESE BLACK INSTITUTIONS. THE PREDOMINANTLY BLACK INSTITUTIONS AND THEIR PROXIMATE INSTITUTIONS ARE:

***PBI'S**

SOUTHERN UNIVERSITY-BATON ROUGE
SOUTHERN UNIVERSITY-NEW ORLEANS
SOUTHERN UNIVERSITY-SHREVEPORT
GRAMBLING STATE UNIVERSITY

****PWI'S (PROXIMATE)**
LOUISIANA STATE UNIVERSITY-BATON ROUGE
UNIVERSITY OF NEW ORLEANS
BOSSIER PARISH COMMUNITY COLLEGE
LOUISIANA TECH UNIVERSITY

THE CONSENT DECREE SPECIFIED THOSE NEW ACADEMIC PROGRAMS THAT WOULD BE IMPLEMENTED AT PBI'S IN THE STATE. MOST OF THESE PROGRAMS WERE DEVELOPED AND IMPLEMENTED EXCLUSIVELY BY THE RESPECTIVE PBI'S DURING THE SIX YEAR PERIOD OF THE DEGREE. SOME WERE SPECIFIED TO BE OFFERED ON A DUAL OR COOPERATIVE BASIS WITH THE PROXIMATE INSTITUTION.

THE PROGRAMS THAT WERE OFFERED AS COOPERATIVE OR DUAL DEGREE PROGRAMS IDEALLY WERE TO ATTRACT OTHER-RACE PRESENCE ON THE CAMPUSES OF BOTH THE PBI'S AND THE PWI'S. THESE PROGRAMS WERE ESPECIALLY IMPORTANT BECAUSE THE OTHER-RACE STUDENTS WHO TOOK COURSES AT THEIR PROXIMATE INSTITUTION CONTRIBUTED TO THE OTHER-RACE STUDENT GOALS ON THAT PARTICULAR CAMPUS. OF COURSE THE NEW ACADEMIC PROGRAMS THAT WERE OFFERED BY GRAMBLING AND SOUTHERN WERE ALSO DESIGNED TO ATTRACT OTHER-RACE STUDENTS.

***PREDOMINANTLY BLACK INSTITUTIONS**
****PREDOMINANTLY WHITE INSTITUTIONS**

THE CONSENT DECREE STIPULATED THAT CERTAIN NEW CONSTRUCTION AND RENOVATION PROJECTS WERE TO BE IDENTIFIED FOR PBI'S. AGAIN, THE BOTTOM LINE WAS TO ULTIMATELY ENHANCE THE PBI'S TO THE EXTENT THAT OTHER-RACE STUDENTS WOULD WANT TO ENROLL AT SOUTHERN UNIVERSITY OR GRAMBLING STATE UNIVERSITY. A NUMBER OF CAPITAL OUTLAY PROJECTS WERE PRIORITIZED AND SUBMITTED FOR FUNDING DURING THE PERIOD OF THE CONSENT DECREE. IN TERMS OF ACTUAL BUILDINGS COMPLETED UNDER THE CONSENT DECREE, THE NUMBER IS SOMEWHAT DISMAL. VERY FEW CAPITAL OUTLAY PROJECTS WERE COMPLETED. IT IS PERHAPS ALSO SIGNIFICANT TO NOTE THAT DURING THE PERIOD OF THE DECREE AND THE EXISTENCE OF A CONSENT DECREE CAPITAL OUTLAY PROGRAM, LITTLE OR NO NON-CONSENT DECREE RELATED CONSTRUCTION WAS APPROVED OR FUNDED. SO, IN ONE SENSE, THE CONSENT DECREE CAPITAL OUTLAY PROGRAMS WHICH WERE TO ENHANCE THE EXISTING CAPITAL OUTLAY PROGRAMS BECAME THE CAPITAL OUTLAY PROGRAMS FOR BOTH SOUTHERN UNIVERSITY AND GRAMBLING STATE UNIVERSITY. BUILDINGS THAT WERE CRUCIAL TO THE SUCCESS OF SPECIFIC CONSENT DECREE PROGRAMS AND ARE CRUCIAL TO THE SUCCESS OF PROGRAMS IN GENERAL HAVE NOT BEEN FUNDED TO DATE. MORE WILL BE SAID ABOUT CAPITAL OUTLAY AT ANOTHER POINT IN THIS TESTIMONY.

ANOTHER IMPORTANT COMPONENT OF THE CONSENT DECREE PROGRAM WAS THE FACULTY DEVELOPMENT PROGRAM. THIS PROGRAM ALLOWED GRAMBLING AND SOUTHERN UNIVERSITY FACULTY MEMBERS WHO WERE NOT HOLDERS OF THE TERMINAL DEGREE TO PURSUE THE DOCTORATE IN THEIR RESPECTIVE AREAS. PARTICIPANTS RECEIVED LEAVE WITH PAY FOR UP TO A THREE YEAR PERIOD. THE PBI'S

FEEL THAT THIS COMPONENT OF THE CONSENT DECREE WAS A SUCCESS. THE NUMBER OF PARTICIPANTS AT SOUTHERN UNIVERSITY-BATON ROUGE ALONE REFLECT THIS SUCCESS. DURING THE SIX YEAR PERIOD, OVER THIRTY FACULTY MEMBERS FROM SUBR PARTICIPATED IN THIS PROGRAM REPRESENTING APPROXIMATELY FIFTEEN DIFFERENT DISCIPLINES. OVER HALF OF THE TOTAL NUMBER OF PARTICIPANTS HAVE RECEIVED THE TERMINAL DEGREE THROUGH THEIR PARTICIPATION IN THIS PROGRAM. WHILE MONIES FOR FACULTY DEVELOPMENT STOPPED AT THE END OF THE 1987-88 ACADEMIC YEAR, THERE WERE A NUMBER OF INDIVIDUALS ENGAGED IN STUDIES THAT WERE STILL TO BE COMPLETED. CONSENT DECREE DOLLARS WERE CUT OFF, BUT A NUMBER OF THESE INDIVIDUALS, WITH THE ASSISTANCE OF THEIR RESPECTIVE UNIVERSITIES, FOUND WAYS TO CONTINUE THEIR STUDIES. IN FACT, AT THE END OF THIS ACADEMIC YEAR, WE SHOULD HAVE ADDITIONAL PARTICIPANTS WHO WILL RECEIVE THEIR TERMINAL DEGREES, AS A RESULT OF THEIR PARTICIPATION IN THE FACULTY DEVELOPMENT PROGRAM.

HOW DID PBI'S FARE DURING THE SIX YEAR PERIOD OF THE CONSENT DECREE?

IT WAS PROPOSED THAT APPROXIMATELY 200 MILLION DOLLARS WOULD BE SPENT FOR THE ENHANCEMENT OF BLACK COLLEGES (SOUTHERN AND GRAMBLING STATE UNIVERSITIES) DURING THE SIX YEAR PERIOD OF THE DECREE. APPROXIMATELY HALF OF THIS WAS SPENT. A REVIEW OF THE BUDGET REQUESTS AND THE ACTUAL APPROPRIATION PER PROGRAM FOR GRAMBLING AND SOUTHERN FOR EACH YEAR OF THE DECREE WILL REVEAL A CONSISTENT LEVEL OF

UNDERFUNDING PER PROGRAM, YEAR AFTER YEAR. PROGRAMS WERE NEVER FUNDED AT A LEVEL TO INSURE HIGH QUALITY DEVELOPMENT DURING THE SIX YEAR PERIOD. BUDGET REQUESTS WERE PREPARED FOLLOWING THE GUIDELINES THAT HAD BEEN SET FORTH BY THE REGENTS AND SUBMITTED TO THE STATE BOARD OF REGENTS EACH YEAR. IN SPITE OF THE FACT THAT BUDGET PREPARATION WAS BASED ON REGENTS' GUIDELINES, PROGRAM BUDGET REQUESTS WERE SYSTEMATICALLY CUT EACH YEAR. IN FACT, IN SOME INSTANCES, THERE WAS A PATTERN WHICH SEEM TO HAVE SUGGESTED AN ARBITRARY CUTTING OF BUDGET REQUESTS BY APPROXIMATELY ONE HALF OF THE AMOUNT REQUESTED. NO DETAILED RATIONALE FOR THE CUTS WAS EVER PROVIDED. SOME OF THE NEW ACADEMIC PROGRAMS OFFERED UNDER THE CONSENT DECREE PROVED TO BE A DRAIN ON EXISTING PROGRAMS WHICH PROVIDED SUPPORT IN TERMS OF FACULTY, STAFF, EQUIPMENT, ETC. WHILE THIS WAS BROUGHT TO THE ATTENTION OF THE REGENTS, NO SPECIFIC RELIEF WAS EVER PROVIDED IN THIS REGARD.

IT IS SIGNIFICANT TO NOTE, THAT CONSISTENT WITH THE TRADITION OF ALL PBI'S, (TO DO MUCH WITH LITTLE) IN SPITE OF CONSISTENT UNDERFUNDING, BOTH GRAMBLING AND SOUTHERN HAVE BEEN SUCCESSFUL IN IMPLEMENTING SOME PROGRAMS THAT ARE PROMISING AND COULD, IF FUNDED PROPERLY, REFLECT THE HIGH QUALITY THAT WAS A GOAL OF THE ORIGINAL CONSENT DECREE. THE SCHOOLS OF NURSING AT BOTH GRAMBLING AND SOUTHERN, THE GRADUATE SOCIAL WORK PROGRAM AT SOUTHERN UNIVERSITY-NEW ORLEANS, THE DOWNTOWN METRO CENTER AT SOUTHERN UNIVERSITY-SHREVEPORT ARE JUST A FEW EXAMPLES.

DURING THE SIX YEAR CONSENT DECREE PERIOD, ALL OF THE CONSENT DECREE PROGRAMS WERE IMPLEMENTED EXCEPT THE PH.D IN ACCOUNTANCY AT SOUTHERN UNIVERSITY-BATON ROUGE.

THE PROBLEM NOW IS THAT WE ARE FACED WITH A SITUATION THAT DOES NOT LIMIT ITSELF TO ONLY THOSE PROGRAMS IMPLEMENTED UNDER THE CONSENT DECREE. GIVEN THE DEPRESSED STATE OF THE ECONOMY AND THE SUBSEQUENT CONSISTENT BUDGET REDUCTIONS IN HIGHER EDUCATION OVER THE LAST SEVERAL YEARS IN OUR STATE, WE ARE FACED WITH THE TASK OF EVALUATING AND PRIORITIZING ALL CURRENT PROGRAM OFFERINGS (AT LEAST AT SOUTHERN UNIVERSITY) WITH A VIEW TOWARD MAKING SOME HARD DECISIONS AS TO WHICH PROGRAMS WILL CONTINUE AS THEY ARE AND WHICH PROGRAMS WILL BE COMBINED, ELIMINATED, ETC.

IN THE AREA OF CAPITAL OUTLAY, OVER A SIX YEAR PERIOD SIXTEEN (16) MILLION DOLLARS WERE SPENT ON PROJECTS FOR GRAMBLING STATE UNIVERSITY AND FOURTEEN (14) MILLION DOLLARS FOR CAPITAL OUTLAY PROJECTS AT SOUTHERN UNIVERSITY. THE SOUTHERN UNIVERSITY SYSTEM IS MADE UP OF THREE CAMPUSES (NEW ORLEANS, SHREVEPORT AND BATON ROUGE) AND THE LAW CENTER. THE NEW ORLEANS CAMPUS TO DATE HAS NOT HAD A SINGLE CAPITAL OUTLAY PROJECT COMPLETED UNDER THE DECREE.

A MULTIPURPOSE BUILDING WAS APPROVED FOR CONSTRUCTION AT SOUTHERN UNIVERSITY-NEW ORLEANS UNDER THE CONSENT DECREE. THE COMPLETION OF THIS BUILDING WAS AND STILL REMAINS CRUCIAL. WHILE OTHER SPECIFIC

BUILDING RENOVATIONS WERE ALSO APPROVED, THEY COULD NOT BE IMPLEMENTED BECAUSE THE PLAN WAS TO HAVE INDIVIDUALS OCCUPYING THESE BUILDINGS TO MOVE TEMPORARILY INTO THE MULTIPURPOSE BUILDING WHEN COMPLETED.

AMONG THE CAPITAL OUTLAY PROJECTS APPROVED FOR SOUTHERN UNIVERSITY-BATON ROUGE (SUBR) WERE A SOCIAL SCIENCE BUILDING AND A SPECIAL EDUCATION BUILDING. TO DATE, CONSTRUCTION HAS NOT BEGUN ON EITHER. THE ONLY DOCTORAL PROGRAM CURRENTLY BEING OFFERED BY SUBR IS IN SPECIAL EDUCATION. THIS WAS A CONSENT DECREE PROGRAM. CURRENTLY, A NUMBER OF PROGRAMS THAT WERE APPROVED AS CONSENT DECREE PROGRAMS ARE HOUSED IN BUILDINGS THAT WERE ALREADY INADEQUATE, IN TERMS OF SPACE ESPECIALLY. PROGRAMS IN THE SOCIAL SCIENCES HAVE BEEN DISLOCATED AND SCATTERED THROUGHOUT THE CAMPUS BECAUSE THE BUILDING IN WHICH THESE PROGRAMS WERE HOUSED WAS SCHEDULED FOR AND HAS BEEN DEMOLISHED. THE PLAN TO HAVE THE SOCIAL SCIENCES BUILDING COMPLETED IN AMPLE TIME FOR THE AFFECTED PROGRAMS TO MOVE INTO THAT BUILDING HAS NOT BEEN REALIZED. WITH REGARD TO THE SPECIAL EDUCATION BUILDING, WE NOW HAVE A DOCTORAL PROGRAM IN SPECIAL EDUCATION, BUT NO ADEQUATE BUILDING IN WHICH TO HOUSE THE PROGRAM.

ADEQUATE PHYSICAL FACILITIES ARE ESSENTIAL FOR ENHANCEMENT AND, IN ALL INSTANCES, FOR EFFECTIVE PROGRAM IMPLEMENTATION. THE STATE, ON THE ONE HAND, APPROVED THE IMPLEMENTATION OF NEW PROGRAMS, BUT ON THE OTHER HAND, IT FAILED TO PROVIDE FUNDS TO BUILDING THE PHYSICAL FACILITIES TO HOUSE SOME OF THESE PROGRAMS SO AS TO SIGNIFICANTLY ENHANCE OUR CHANGES FOR SUCCESS.

MONIES WERE ALLOCATED TO BOTH SOUTHERN AND GRAMBLING FOR GENERAL ENHANCEMENT OVER A SIX YEAR PERIOD. UNFORTUNATELY, THE PBI'S WERE FORCED TO USED THESE FUNDS TO OFFSET CONSISTENT BUDGET REDUCTIONS IN THE OVERALL APPROPRIATIONS FOR ALL STATE UNIVERSITIES. WE THEREFORE TAKE THE POSITION THAT ENHANCEMENT NEVER TOOK PLACE, SINCE ENHANCEMENT WOULD SUGGEST IMPROVEMENTS UPON WHAT IS ALREADY AVAILABLE. GENERAL ENHANCEMENT MONIES BECAME **"SURVIVAL FUNDS"** USED TO PROVIDE BARE MINIMALS IN TERMS OF BASIC PROGRAM NEEDS.

WHY DIDN'T THE CONSENT DECREE WORK AS A WHOLE?

ONE COULD READILY POINT TO SOME VERY BASIC REASONS AS TO WHY THE CONSENT DECREE DID NOT WORK AS IT SHOULD HAVE. SOME OBVIOUS REASONS ARE:

1. **CONSISTENT UNDERFUNDING FOR PROGRAM DEVELOPMENT**
2. **FAILURE TO COMPLETE CAPITAL OUTLAY PROJECTS**
3. **INABILITY TO REALLY USE ENHANCEMENT FUNDS TO "ENHANCE"**
4. **PERPETUATION OF NEGATIVE ATTITUDES AND VIEWS**

EVERYONE INVOLVED WOULD PROBABLY AGREE THAT HINDSIGHT WOULD SUGGEST TO US THAT DILIGENCE AND PERSISTENCE ON THE PART OF THE PBI'S IN REPORTING, THROUGH THE CONSENT DECREE MONITORING COMMITTEE AND THROUGH THEIR RESPECTIVE COUNSELS FOR CONSENT DECREE, SPECIFIC FAILURES ON THE PART OF THE STATE TO LIVE UP TO ITS COMMITMENT AS OUTLINED IN THE CONSENT DECREE AND A DEMAND THAT THESE FAILURES BE ADDRESSED AT

THE TIME OF OCCURRENCE MIGHT HAVE RESULTED IN SOME DEFINITIVE STEPS BEING TAKEN TO ADDRESS MANY OF THE PROBLEMS DURING THE COURSE OF THE DECREE.

EVEN THE JUSTICE DEPARTMENT HAS SAID THAT PERHAPS IT COULD HAVE MORE CLOSELY MONITORED THE PROGRESS OF THE CONSENT DECREE DURING THE SIX YEAR PERIOD, INTERVENING WHEN NECESSARY TO RECTIFY AND MAKE ADJUSTMENTS.

IN THOSE AREAS WHERE THE CONSENT DECREE WAS WORKING, WE SHOULD HAVE PERHAPS MADE MORE DELIBERATE ATTEMPTS TO DUPLICATE THE EFFORT. FOR EXAMPLE, THERE WERE SOME INSTITUTIONS THAT DID EXPERIENCE SUCCESS IN TERMS OF ACHIEVING OTHER-RACE GOALS AT SOME POINT(S) DURING THE DECREE. SOUTHERN UNIVERSITY AT NEW ORLEANS FALLS INTO THIS CATEGORY.

GENERALLY SPEAKING, THE OVERALL EFFORTS OF ALL OF THE PARTICIPANTS IN THE CONSENT DECREE FELL SOMEWHAT SHORT RELATIVE TO EFFECTIVE MONITORING AND FOLLOW-THROUGH WITH PRESCRIPTIVE MEASURES TO CORRECT PROBLEMS AS THEY OCCURRED.

THE CURRENT SITUATION

THE CONSENT DECREE OFFICIALLY ENDED IN DECEMBER, 1987. THE JUSTICE DEPARTMENT, HOWEVER, DECLARED THAT VESTIGES OF A DUAL SYSTEM OF HIGHER EDUCATION IN THE STATE STILL EXIST AND THAT THE STATE HAD NOT LIVED UP TO ITS COMMITMENTS AS OUTLINED IN THE DECREE.

SINCE DECEMBER OF 1987, THE MAJORITY OF THE CONSENT CAPITAL OUTLAY PROJECTS STILL HAVE NOT BEEN COMPLETED. PROGRAMS THAT WERE CLASSIFIED AS CONSENT DECREE ACADEMIC PROGRAMS HAVE NOT RECEIVED SUFFICIENT FUNDS, NOR HAVE THEY BEEN IN OPERATION LONG ENOUGH TO BE OF THE QUALITY DESIRED OR TO BE SELF-SUFFICIENT TO ANY SIGNIFICANT DEGREE. GENERAL ENHANCEMENT HAS NOT TAKEN PLACE BECAUSE MONIES THAT WOULD HAVE BEEN USED FOR THAT PURPOSE WERE USED INSTEAD TO OFF-SET CONSISTENT MANDATED BUDGET REDUCTIONS OVER THE PERIOD OF THE DECREE. OTHER-RACE GOALS HAVE NOT BEEN MET BY MOST OF THE INSTITUTIONS IN TERMS OF STUDENTS, FACULTY OR STAFF. ALL OF THE BOARDS ARE STILL RACIALLY IDENTIFIABLE.

THE STATE'S POSITION WAS THAT IT ACKNOWLEDGED THAT THERE WERE SOME OUTSTANDING OBLIGATIONS, BUT THAT THE CONSENT DECREE WAS OFFICIALLY OVER AND THAT FURTHER NEGOTIATIONS WOULD BE FROM THAT PERSPECTIVE ONLY.

SINCE DECEMBER, 1987, NEGOTIATIONS DISCUSSIONS AND DELIBERATIONS AMONG ALL PARTIES HAVE TAKEN PLACE. NUMEROUS DOCUMENTS HAVE BEEN DEVELOPED BY ALL PARTIES INVOLVED IN AN EFFORT TO AGREE ON A **"PLAN"** THAT WOULD IN EFFECT DESEGREGATE HIGHER EDUCATION IN THE STATE WHILE SIMULTANEOUSLY PRESERVING, THE MISSION AND THE TRADITION OF PBI'S.

THE STATE'S POSITION IS THAT DESEGREGATION CAN NOT BE EFFECTED UNDER THE PRESENT GOVERNANCE STRUCTURE. THE GOVERNOR OF THE STATE OF LOUISIANA STRONGLY FEELS THAT THE ONLY MEANS OF EFFECTIVELY

DESEGREGATING THE HIGHER EDUCATION SYSTEM IN THE STATE IS TO HAVE A SINGLE BOARD.

PRESENTLY, THERE ARE FOUR GOVERNING BOARDS IN THE STATE. THE LOUISIANA BOARD OF REGENTS WAS CREATED TO PLAN, COORDINATE AND HAVE BUDGETARY RESPONSIBILITY FOR ALL PUBLIC HIGHER EDUCATION, AND THE BOARD HAS THE ULTIMATE AUTHORITY TO ACT ON ANY NEW OR EXISTING PROGRAM IN ANY MANNER IT DEEMS APPROPRIATE OR IN KEEPING WITH ITS ESTABLISHED GUIDELINES. THE OTHER THREE MANAGEMENT BOARDS ARE THE BOARD OF SUPERVISORS FOR THE SOUTHERN UNIVERSITY SYSTEM, THE BOARD OF SUPERVISORS FOR THE LOUISIANA STATE UNIVERSITY SYSTEM AND THE BOARD OF TRUSTEES FOR THE REMAINING STATE COLLEGES AND UNIVERSITIES.

SEVERAL DOCUMENTS WERE SUBMITTED TO THE COURT (A THREE-JUDGE FEDERAL PANEL) FOR CONSIDERATION. A PROPOSED PLAN WAS SUBMITTED BY (1) THE REGENTS: (2) THE STATE: (3) GRAMBLING ALUMNI ASSOCIATION; (4) THE JUSTICE DEPARTMENT; AND (5) SOUTHERN UNIVERSITY.

THE STATE'S PLAN RECOMMENDED: THE ELIMINATION OF THE FOUR EXISTING GOVERNING BOARDS AND REPLACING THEM WITH A SINGLE BOARD; THE DEVELOPMENT OF A COMPREHENSIVE STATE-WIDE COMMUNITY COLLEGE SYSTEM; THE ELIMINATION OF UNNECESSARY DUPLICATION IN PROGRAM OFFERINGS AT THE VARIOUS INSTITUTIONS; AND THE USE OF A KIND OF TIER SYSTEM TO CLASSIFY THE FOUR YEAR INSTITUTIONS IN THE STATE, WITH LOUISIANA STATE UNIVERSITY SERVING AS THE FLAGSHIP INSTITUTION.

THE GOVERNOR, AT ONE POINT, INVITED THE PBI'S TO SUBMIT A SETTLEMENT DOCUMENT DIRECTLY TO HIM AND HIS LEGAL COUNSEL FOR CONSIDERATION. ALL INDICATIONS WERE THAT WE WERE NEARING A SETTLEMENT. ULTIMATELY, NO SETTLEMENT WAS MADE. THE SPECIAL MASTER, APPOINTED BY THE COURTS TO DEVELOP A PLAN, CONTINUED WITH HIS WORK, AND ON APRIL 18, 1989, A PLAN WAS SUBMITTED BY THE SPECIAL MASTER.

ESSENTIALLY, THIS PLAN RECOMMENDED A SINGLE BOARD, ACKNOWLEDGED THAT SOME ENHANCEMENT FUNDS SHOULD BE AWARDED TO PBI'S, BUT SPECIFIED NO AMOUNT, RECOMMENDED NO MERGER, AND RECOMMENDED NO TOTAL ELIMINATION AND NO SIGNIFICANT CHANGE IN OFFERINGS UNTIL AFTER A FIVE (5) YEAR PERIOD HAD PASSED. THE PLAN RECOMMENDED THAT LOUISIANA STATE UNIVERSITY BECOME THE FLAGSHIP INSTITUTION. THE PLAN ALSO RECOMMENDED THAT SOUTHERN UNIVERSITY AT BATON ROUGE BECOME A DOCTORAL LEVEL INSTITUTION. IT FURTHER RECOMMENDED A SEVENTEEN (17) MEMBER BOARD WITH SEVEN (7) OF THOSE MEMBERS BEING BLACK FOR THE FIRST FIVE YEARS. (IT SHOULD BE NOTED HERE THAT THE SOUTHERN UNIVERSITY BOARD OF SUPERVISORS IS THE ONLY BODY THAT IS STILL ON RECORD AS BEING OPPOSED TO THE SINGLE BOARD CONCEPT.)

PBI'S ARE CONCERNED ABOUT WHAT THEIR CHANCES OF SURVIVAL WILL BE IF THE SINGLE BOARD BECOMES A REALITY. REPRESENTATIVES OF THE PBI'S HAVE INDICATED THEIR DESIRE TO HAVE PBI'S CONSTITUTIONALLY PROTECTED.

IT IS THE POSITION OF SOUTHERN UNIVERSITY THAT DESEGREGATION CAN BE ACHIEVED WITHOUT HURTING BLACK COLLEGES. IT DEPENDS LARGELY ON ATTITUDES AND VIEWS OF WHITES IN GENERAL AND OF THE VARIOUS GOVERNING STRUCTURES IN PARTICULAR (GOVERNOR, LEGISLATURE, GOVERNING BOARDS, ETC.). A SUCCESSFUL PLAN OF HIGHER EDUCATION DESEGREGATION DEPENDS ON COMMITMENT OF RESOURCES AND MOTIVATION TO GET THE JOB DONE.

IT DOES NOT DEPEND UPON A PARTICULAR GOVERNANCE STRUCTURE. NO CORRELATION HAS BEEN SHOWN TO EXIST BETWEEN A GIVEN STATE'S GOVERNANCE STRUCTURE AND THE PROBABILITY THAT A STATE WILL ACHIEVE SUCCESS IN DESEGREGATION. EXPERT TESTIMONY GIVEN BY WITNESSES IN THE PENDING LOUISIANA DESEGREGATION CASE SUPPORTS THE ABOVE. SUCH TESTIMONY IS NOW A PART OF THE COURT'S RECORDS FOR THIS CASE.

MORE SPECIFICALLY, PRIOR TO THE DATES OF THE ADAMS ORDERS IN 1973 AND IN 1977, EACH OF THE STATES OF MISSISSIPPI, GEORIGA, FLORIDA AND NORTH CAROLINA HAD ADOPTED A SINGLE OR CONSOLIDATED HIGHER EDUCATION GOVERNANCE BOARD AND EACH RESPECTIVE BOARD WAS GOVERNING THE HIGHER EDUCATION SYSTEM OF EACH STATE, THUS SHOWING THAT THERE IS, IN FACT, NO CORRELATION BETWEEN A SINGLE GOVERNANCE BOARD AND DESEGREGATION, BECAUSE THESE STATES WITH SINGLE BOARDS WERE CITED IN THE ADAMS CASE AS OPERATING UNDER A DUAL SYSTEM OF HIGHER EDUCATION.

FOLLOWING THE SPECIAL MASTER'S SUBMITTAL OF HIS PLAN TO THE THREE-JUDGE PANEL, THE COURT ISSUED ITS ORDER ON JULY 19, 1989. THE ORDER GENERALLY REFLECTED ALL OF THE RECOMMENDATIONS OF THE SPECIAL

MASTER AND SOME ADDITIONAL RECOMMENDATIONS AS STATED HERE. THE PANEL RULED (1) THAT THE SINGLE BOARD BE INSTITUTED WITHIN THIRTY DAYS OF THE ORDER AND THAT NO QUOTA OF BLACKS BE CONSIDERED, AS RECOMMENDED BY THE SPECIAL MASTER AND (2) THAT THE SOUTHERN UNIVERSITY LAW CENTER AND THE LOUISIANA STATE UNIVERSITY LAW CENTER BE MERGED. (THIS MERGER WAS ORDERED IN SPITE OF THE FACT THAT THE SOUTHERN UNIVERSITY LAW CENTER IS THE SINGLE MOST INTEGRATED ENTITY IN THE STATE WITH 48% OF ITS STUDENTS BEING OTHER-RACE AND 50% OF ITS FACULTY BEING OTHER-RACE.)

SOUTHERN UNIVERSITY APPEALED TO THE SUPREME COURT THAT A STAY BE ORDERED AGAINST THE THREE-JUDGE PANEL RELATIVE TO THE EXECUTION OF ANY PROCEEDINGS TO ENFORCE THE MANDATE OF THE THREE-JUDGE DISTRICT COURT, PENDING THE FILING OF AND FINAL ACTION BY THE COURT ON AN APPEAL SEEKING REVIEW OF THE THREE-JUDGE DISTRICT COURTS JUDGMENT IN THIS CASE. THE OFFICE OF THE ATTORNEY GENERAL FOR THE STATE OF LOUISIANA JOINED SOUTHERN UNIVERSITY IN ITS APPEAL FOR A STAY. THE STAY WAS GRANTED BY THE SUPREME COURT ON AUGUST 18, 1989.

AS HAS BEEN FORESTATED, SOUTHERN UNIVERSITY STRONGLY BELIEVES THAT DESEGREGATION CAN BE ACHIEVED WITHOUT HURTING BLACK COLLEGES. SUCCESS IN THIS REGARD DEPENDS LARGELY UPON MAKING SUFFICIENT RESOURCES AVAILABLE, DESTROYING MYTHS, ALLAYING FEARS AND ELIMINATING PRECONCEIVED NOTIONS WHICH CONTRIBUTE NEGATIVELY TO THE ATTITUDES AND VIEWS OF

WHITES, IN GENERAL, AND THOSE DECISION MAKING INDIVIDUALS AND BODIES AND/OR AGENCIES THAT AFFECT HIGHER EDUCATION, IN PARTICULAR.

SEVERAL STATES MIGHT BE CITED AS EXAMPLES OF INSTANCES WHEREIN LONG-RANGE OR LONG-TERM DESEGREGATION PLANS HAVE BEEN IMPLEMENTED WITHOUT ELIMINATING OR ADVERSELY IMPACTING HISTORICALLY BLACK COLLEGES. FLORIDA A&M UNIVERSITY, NORTH CAROLINA A&T UNIVERSITY AND BOWIE STATE ARE EXAMPLES OF HISTORICALLY BLACK INSTITUTIONS WHERE A CONSCIOUS AND DELIBERATE DECISION HAS BEEN MADE BY THE RESPECTIVE STATES IN WHICH THESE UNIVERSITIES ARE LOCATED TO PROVIDE SUFFICIENT FUNDS TO STRENGTHEN AND ENHANCE THESE INSTITUTIONS IN SPECIFIED AREAS. SUCH PROGRAMS ARE SUFFICIENTLY ENHANCED SO THAT THEY WOULD ATTRACT ANY STUDENTS, INCLUDING OTHER-RACE, WHO ARE INTERESTED IN PURSUING A QUALITY EDUCATION IN A GIVEN FIELD OF STUDY. THE STATE OF MISSISSIPPI HAS CHOSEN TO MAKE HISTORICALLY BLACK JACKSON STATE UNIVERSITY THE URBAN UNIVERSITY OF THAT AREA, THUS, PROVIDING RESOURCES TO ASSIST JACKSON STATE IN ITS DEVELOPMENT IN THIS REGARD. THESE ARE LONG TERM COMMITMENTS, AND THIS IS CERTAINLY NOT TO SAY THAT THESE STATES HAVE OVERCOME THE ATTITUDES, VIEWS AND THE CONSISTENT AND HISTORIC RECORDS OF UNDERFUNDING, BUT THE PROCESS HAS BEGUN.

ONE OF THE DANGERS THAT PBI'S AND THOSE WHOM THEY SERVE FACE IS THAT OF HAVING INDIVIDUALS WITH NEGATIVE OR BIASED ATTITUDES IN POSITIONS WHERE DECISIONS ARE MADE THAT COULD ADVERSELY AFFECT OR HURT THESE INSTITUTIONS. THE STATE OF LOUISIANA IS CURRENTLY IN THE

PROCESS OF INTERVIEWING CANDIDATES FOR THE POSITION OF STATE COMMISSIONER OF HIGHER EDUCATION. THE LEADING CANDIDATE FOR THIS POSITION IS AN INDIVIDUAL WHO IS DESCRIBED IN RECENT NEWSPAPER ARTICLES AS BEING **"CRITICAL OF THE TRADITIONAL ROLE OF MOSTLY BLACK COLLEGES."** HE IS QUOTED AS HAVING SUGGESTED THAT BLACK COLLEGE ADMINISTRATORS HIDE BEHIND THE IDEA OF A TRADITIONALLY BLACK CAMPUS TO STAY OUT OF THE MAINSTREAM OF HIGHER EDUCATION. HE FURTHER STATED, ACCORDING TO THE OCTOBER 26, 1989 ISSUE OF THE BATON ROUGE STATE-TIMES, **"I WORRY THAT A LOT OF WINDOW DRESSING GOES INTO TRADITIONAL BLACK CAMPUSES INSTEAD OF PROVEN PROGRAMS."**

WE WORRY THAT AN INDIVIDUAL WITH THE ATTITUDE AND VIEWS AS DESCRIBED ABOVE IS THE MAJOR CANDIDATE CURRENTLY BEING CONSIDERED FOR THE POSITION OF COMMISSIONER OF HIGHER EDUCATION FOR THE STATE OF LOUISIANA. PRIOR TO THE STAY WHICH WAS GRANTED BY THE SUPREME COURT, THIS INDIVIDUAL WAS ALSO ONE OF THREE PERSONS THAT THE COURT HAD NAMED TO A PANEL THAT WOULD MONITOR THE OPERATION OF THE PROPOSED SINGLE BOARD. ATTACHMENTS 1, 2, 3, AND 4 ARE ARTICLES RELATED TO THE CANDIDATE FOR THE COMMISSIONER'S POSITION AS DISCUSSED HERE.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WERE INITIALLY ESTABLISHED TO PROVIDE ACCESS AND OPPORTUNITY TO PEOPLE OF COLOR. THESE INSTITUTIONS WERE ESTABLISHED AT A TIME IN THE HISTORY OF THIS COUNTRY WHEN BLACKS WERE DENIED ACCESS INTO MAJORITY OR PREDOMINANTLY WHITE INSTITUTIONS OF HIGHER LEARNING. THE CLIENTELE THAT HBCU'S

HAS SERVED THROUGH THE YEARS IS A CLIENTELE THAT HAS BEEN TRADITIONALLY DESCRIBED AS DISADVANTAGED OR DEFICIENT PRIMARILY IN TERMS OF ECONOMICS AND EDUCATION. A PRIMARY PART OF OUR MISSION HAS BEEN TO TAKE STUDENTS WHO COME TO US DEFICIENT IN TERMS OF ACADEMIC PREPARATION FOR COLLEGE AND FROM DISADVANTAGED SOCIO-ECONOMIC BACKGROUNDS AND MOVE THEM WITHIN A PRESCRIBED PERIOD OF TIME TO A LEVEL COMMENSURATE WITH COLLEGE ENTRANCE REQUIREMENTS AND TO FINALLY MOVE THEM THROUGH A COURSE OF STUDY THAT RESULTS IN GRADUATION FROM A BACCALAUREATE PROGRAM.

IN THE STATE OF LOUISIANA, SOUTHERN UNIVERSITY AT BATON ROUGE, SOUTHERN UNIVERSITY AT NEW ORLEANS AND GRAMBLING STATE UNIVERSITY HAVE CONSISTENTLY, THROUGHOUT THEIR RESPECTIVE HISTORIES, FULFILLED THIS UNIQUE AND IMPORTANT ASPECT OF THEIR MISSION. WE BELIEVE THAT HBCU'S IN THE STATE OF LOUISIANA, ALONG WITH OTHER HBCU'S THROUGHOUT THIS COUNTRY, CONTINUE TO FULFILL THIS UNIQUE ASPECT OF OUR MISSION, BOTH COLLECTIVELY AND AS INDIVIDUAL INSTITUTIONS MORE EFFECTIVELY AND TO A GREATER DEGREE THAN ANY MAJORITY INSTITUTION EVER COULD.

ATTACHMENT 5 INCLUDES DATA RELATIVE TO STUDENTS IN THE STATE OF LOUISIANA WHO TAKE THE AMERICAN COLLEGE TEST (ACT) AND WHO CONSTITUTE THE COLLEGE GOING POPULATION OF THE STATE. FURTHER, ATTACHMENT 5 PROVIDES DATA ON THE PERCENT OF BLACKS PARTICIPATING IN HIGHER EDUCATION IN THE STATE WHO ENROLL IN BACCALAUREATE PROGRAMS AT PREDOMINANTLY BLACK PUBLIC INSTITUTIONS AND THE PERCENT WHO GRADUATE. DATA RELATIVE TO BLACKS WHO ATTEND AND GRADUATE FROM PREDOMINANTLY WHITE INSTITUTIONS HAVE ALSO BEEN INCLUDED.

THE ROAD FOR PUBLIC HISTORICALLY BLACK UNIVERSITIES IN THE STATE OF LOUISIANA HAS AND CONTINUES TO BE A ROUGH ONE. WE ARE CONSTANTLY DEFENDING OURSELVES AND THE NEED FOR OUR CONTINUED EXISTENCE, BOTH IN AND OUT OF THE COURTS.

THE LEGAL BATTLE HAS BEEN A LONG AND DIFFICULT ONE FOR BOTH SOUTHERN UNIVERSITY AND GRAMBLING STATE UNIVERSITY. LEGAL COUNSELS FOR BOTH INSTITUTIONS HAVE, ALONG WITH THEIR RESPECTIVE STAFFS, LABELED HARD AND LONG. THE COMMITMENTS OF ATTORNEY THOMAS TODD, WHO SERVES AS LEGAL COUNSEL FOR THE GRAMBLING STATE UNIVERSITY ALUMNI ASSOCIATION, AND OF ATTORNEY WILLIAM JEFFERSON, WHO SERVES AS SOUTHERN UNIVERSITY'S LEGAL COUNSEL, HAVE GONE FAR BEYOND THE FEES WHICH THEY RECEIVE FOR THEIR SERVICES.

ATTACHMENT 6 IS A COPY OF A MEMORANDUM REGARDING THE DESEGREGATION CASE WHICH WAS SENT OUT TO SOUTHERN UNIVERSITY'S ALUMNI AND SUPPORTERS. THIS DOCUMENT GIVES SOME IDEA OF THE MONUMENTAL EFFORT THAT HAS BEEN EXERTED ON SOUTHERN UNIVERSITY'S BEHALF BY ATTORNEY JEFFERSON AND HIS STAFF.

SOUTHERN UNIVERSITY TAKES THE POSITION THAT THE ULTIMATE DESTINY OF ALL HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WILL BE AFFECTED BY WHAT HAPPENS TO ANY ONE OF THESE VERY VITAL INSTITUTIONS. THE STRUGGLE FOR SURVIVAL OF ONE INSTITUTION BECOMES THE STRUGGLE FOR US ALL.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES HAVE MADE INVALUABLE AND IMMEASURABLE CONTRIBUTIONS TO THIS NATION AND TO THIS WORLD BY PROVIDING EDUCATIONAL ACCESS AND OPPORTUNITY TO THE THOUSANDS WHO HAVE MADE A CONSCIOUS CHOICE TO ENTER THESE INSTITUTIONS, TO EDUCATE THEMSELVES AND TO BECOME PRODUCTIVE AND CONTRIBUTING CITIZENS OF THIS SOCIETY.

Attachment 1

6G ☐ MORNING ADVOCATE, Baton Rouge, La., ☐ Thurs. Oct. 26, 1989

Vandiver interviewing for higher ed post

By JOHN LaPLANTE
Capitol news bureau

One of the men picked by a federal court to monitor Louisiana's college desegregation efforts will be interviewed Thursday for commissioner of Louisiana higher education.

Frank Everson Vandiver, former president of Texas A&M, will be the first out-of-state candidate screened by the Board of Regents for the job as titular head of the state's higher education system.

The board was considering only Louisiana educators until a political hitch prompted the board to broaden the search.

The extended search has been conducted informally and confidentially. Vandiver's name was revealed publicly Wednesday, a day before he was scheduled to appear before the board. Board members declined to identify any other out-of-state educators being considered.

Board member Gus Mijalis of Shreveport, a Texas A&M alumnus who has been contacting potential candidates by telephone, asked Vandiver to visit Baton Rouge for an interview.

Mijalis said he would be willing to hire Vandiver on the spot Thursday if board members like him and he seems to fit the board's special needs.

The board needs a temporary commissioner — serving a year or so — with "the expertise and the knowledge to lead this board in the right direction," Mijalis said.

His tenure will be controversial, Mijalis said.

"We're going to have to terminate some programs, consolidate some programs. We're going to have to do some things that aren't popular. We're going to have to save some money," Mijalis said.

The regents, who set policies and review budgets for all public colleges in Louisiana, have been without a chief administrator since former Commissioner Sally Clausen quit nearly two months ago.

Clausen resigned largely because a federal court in New Orleans, as part of a sweeping desegregation decree, ordered the regents and the three other state college governing boards abolished.

The court ordered the four boards replaced by a single "superboard" charged with integrating state college campuses.

Vandiver, 63, is one of three men the court named to a part-time panel that is supposed to monitor the operation of the single board. The panel would not manage state colleges, but would report to the court on the progress of integration on the state's colleges campuses.

Vandiver hasn't assumed that post, however, because several parties in the desegregation cases have appealed to the U.S. Supreme Court, which has halted the lower court's order while deciding whether to hear the appeals.

The legal limbo has left the regents at least temporarily in operation, but without a chief administrator.

Last month three Louisiana educators were interviewed for the job, including Sammie Cosper, former vice chancellor for academic affairs at the University of Southwestern Louisiana.

Several regents said Cosper appeared to be the consensus choice for the post, at least on a temporary basis, until LSU interests suggested the board consider recently retired college presidents from other states.

The board took LSU's advice, canceled the scheduled selection of temporary commissioner and asked national higher education associations for lists of recently retired college presidents. Board members have been calling some of those educators to see if they are interested.

So far the only known candidate who responded is Vandiver.

The Austin, Texas, native and noted Civil War historian has headed two universities — Texas A&M and North Texas State University. He currently heads Texas A&M's Mosher Defense Studies Institute, a "think tank" on national defense issues.

Vandiver has ties to Louisiana. He earned his doctoral degree from Tulane and taught history for several summers at LSU.

University officials exclude public from meeting

Capitol news bureau

The people who run Louisiana's universities met behind closed doors Wednesday to discuss finances and legislation.

About 25 people attended the dinner meeting, including the chancellors and presidents of most, if not all, public institutions of higher education in Louisiana.

Also present were administrators of the three state-level systems that manage the colleges. Representatives of the Board of Regents, the policy-making board for Louisiana higher education, were not invited.

LSU system president Allen Copping, who hosted the dinner meeting, asked a news reporter to leave.

Copping said the meeting, held at LSU's Burden Research Center, did not constitute a convening of an official government body. He announced that there was no agenda and that he did not know what would be discussed.

However, earlier in the day, Copping had said that the university chiefs planned to "talk about budgets for the coming year."

And an invitation to at least one college president said that legislation would be discussed.

Copping asked the administrators if they objected to his decision to exclude the public from the meeting. None objected.

Better investment nets state more funds, Landrieu says

Capitol news bureau

State investment practices during the last fiscal year brought more than $95 million into the state treasury — the highest interest earnings in the last five years, state Treasurer Mary Landrieu said Wednesday.

Landrieu said the interest earnings registered in the fiscal year that ended June 30 also is the sixth highest since the Legislature mandated in 1968 that all idle balances be invested.

With the closing of the state's accounting ledger, Landrieu said the official interest figure stands at $95.76 million.

"Our record interest earnings is an indication of the state's more stable cash position," Landrieu said. "It is also a direct reflection of improved cash management procedures implemented by this office and an increased level of cooperation from the Legislature in updating antiquated investment laws."

In the 1988 second special session, the Legislature approved legislation permitting the treasurer to invest in direct U.S. Treasury obligations, in short and intermediate term U.S. government agency obligations, direct security repurchase agreements and reverse direct security repurchase agreements and time certificates of deposits.

"Armed with the new legislation, we are better equipped to take advantage of favorable market rates," Landrieu said. "The bottom line is that our collective tax burden is $96 million less than it would be if these interest earnings were not available."

Fiscal year 1988-89 interest earnings reverses a downward trend experienced by the state's treasury since 1983.

The state earned its greatest interest earnings in the fiscal year 1982-83, when $242.76 million was posted, a news release issued by Landrieu's office said.

The next year earnings dipped to $209 million, a 13.9 percent decrease, the release said. By fiscal year 1987-88 earnings totaled $44.1 million — the lowest since 1977.

A free press does not exist for
those who cannot read it.
Teach a friend to read.

Attachment 2

STATE-TIMES/Baton Rouge, La. ★,★ Thurs., Oct. 26, 1989/Page 7-A

Education commissioner candidate offers views

By John LaPlante/
Capitol News Bureau

Louisiana must eliminate weak college programs, avoid "window dressing" improvements at black colleges and give special attention to its major research university, a candidate for state higher education commission said this morning.

Frank E. Vandiver, historian and former president of Texas A&M University, is the first out-of-state candidate interviewed by the Board of Regents for the post of titular head of the state's higher education system.

Vandiver, director of a military "think tank" in Texas, said he's anxious to come to Louisiana for a while because "I'm interested in this particular moment in Louisiana history . . . This is a real opportunity to make a real difference in the future."

In a lengthy question-and-answer session with the board, Vandiver said he realized the commissioner's main job is to carry out board policy, but added he would feel free to push for changes in those policies.

For instance, he said, Louisiana's financial plight — not unlike the money crunch in Texas during his tenure at Texas A&M — is an opportunity to improve higher education.

"You've got to concentrate on quality, especially in a time of retrenchment," he said. "If you don't, your future is sold down the river."

Vandiver repeatedly stressed the importance of eliminating weak degree programs that only duplicate better programs at other colleges.

"Bad and weak programs create bad and weak students and weak faculty, and create a dead place in a university," he said.

Asked about his views and record on minorities, Vandiver said he greatly increased Texas A&M's "abysmal" number of black students and faculty members.

However, he was critical of the traditional role of mostly black colleges.

"I think that sometimes some of the black college administrators hide behind the idea of a traditionally black campus" to stay out of the mainstream of higher education, Vandiver said.

Vandiver said states often spend huge sums to improve facilities at black colleges. However, he added, "If you don't build up the program, what are you teaching? Who are you kidding? Who are you short-changing? You are short-changing the students.

"I worry that a lot of window dressing goes into traditionally black campuses instead of proven programs."

Vandiver also said he believes strongly in LSU as the state's flagship university.

"Every state needs a major research university" that might receive the bulk of available funds for research projects.

After a 90-minute public interview, the board went behind closed doors with Vandiver. Board members did not say whether they expect to hire Vandiver today.

The Board of Regents was considering only Louisiana educators until a political hitch prompted the board to broaden the search.

The extended search has been conducted informally and confidentially. Vandiver's name was revealed publicly Wednesday, a day before he was scheduled to appear before the board. Board members declined to identify any other out-of-state educators being considered.

Board member Gus Mijalis of Shreveport, a Texas A&M alumnus who has been contacting potential candidates by telephone, asked Vandiver to visit Baton Rouge for an interview.

Mijalis said he would be willing to hire Vandiver on the spot today if board members like him and he seems to fit the board's special needs.

The board needs a temporary commissioner — serving a year or so — with "the expertise and the knowledge to lead this board in the right direction," Mijalis said.

His tenure will be controversial, Mijalis said.

2B □ MORNING ADVOCATE, Baton Rouge, La., □ Fri. Oct. 27, 1989

Attachment 3

Funding for state colleges lags

Aid to higher education falls behind national average

By JOHN LaPLANTE
Capitol news bureau

State aid for Louisiana higher education increased less than half as much as the national average during the past two years, pushing the colleges further behind their counterparts in other states, a new survey shows.

Only three of the 50 states boosted college budgets less than Louisiana during the last two school years, according to the figures.

Gov. Buddy Roemer said Thursday he wants to increase state funding for colleges.

"I've seen the comparative figures. Louisiana trails, and trails badly," he said.

But Roemer said Louisiana college budgets are so far behind that catching up with other states might require several years.

And the governor, who has vowed not to support big increases in higher education funding until he gets a single board to govern all state colleges, said he still wants to rearrange the hierarchy of higher education at the same time he improves its finances.

Roemer said he hopes his latest study panel on higher education will come up with "a reasonable plan for funding with a reasonable plan for restructuring."

"They need some help. It needs to come as quickly as possible," he said.

A national study published in the Chronicle of Higher Education this week said state governments in the 50 states are spending $39 billion on higher education this term, 14 percent more than they spent during the 1987-88 school year.

The Louisiana Legislature approved a $522 million budget for Louisiana colleges and universities this year, up 6 percent from two years ago.

All of that 6 percent, or $30 million, increase occurred this year, according to Marvin Roubique, assistant commissioner of higher education. College budgets were at a standstill level last year, he said.

And most of this year's increase was consumed by corresponding increases in health insurance premiums and pension contributions paid by colleges for their employees, Roubique said.

The largest real boost in college aid was $6 million for a 4 percent pay raise for most teaching personnel. Most civil service workers received a similar increase.

But college employees, many of whom haven't received raises in years, say the increase doesn't even make up for a year's inflation, much less their own larger deductions for pension plans and insurance premiums.

College officials are talking about seeking support for a multi-year pay package similar to the three-year, 20-plus percent pay raise Roemer sponsored for public school teachers beginning last year.

Roemer said faculty pay raises will be at the center of any proposed increase in state aid for colleges.

The national figures show that one of the 50 states — Massachusetts — decreased state aid for colleges.

Montana and Wyoming increased college budgets only 4 percent during that period, according to the survey, which was conducted by the Center for Higher Education at Illinois State University.

Louisiana and four other states — Arkansas, West Virginia, Utah and Alaska — boosted college budgets by 6 percent in the past two years.

The biggest increases were recorded in the Midwest — up to 27 percent in Nebraska.

In the South, Virginia increased state aid by 21 percent, followed by Mississippi at 20 percent, and Texas and South Carolina at 18 percent.

Except for Louisiana and Arkansas, no Southern state increased state aid less than 14 percent in the past two years.

Vandiver interviews for higher education post

By JOHN LaPLANTE
Capitol news bureau

The latest candidate for commissioner of higher education said he would try to eliminate weak degree programs, avoid "window dressing" improvements at black colleges and protect LSU as the state's major research university.

Members of the Board of Regents, who are seeking a new titular leader for Louisiana higher education, seemed impressed with Frank E. Vandiver, noted historian and former president of Texas A&M University.

But the board, which also interviewed three Louisiana educators for the post, decided to keep seeking potential applicants. Vandiver, 63, said hasn't decided if he would take the job anyway.

Vandiver, currently director of a military "think tank" in Texas, said he consented to an interview because "I'm interested in this particular moment in Louisiana history. . . . This is a real opportunity to make a real difference in the future."

In a 90-minute public conversation with the board, Vandiver said he realizes the commissioner's main job is to carry out board policy, but said he would feel free to push for changes in those policies.

For instance, he said, Louisiana colleges' financial plight — not unlike the oil-related money crunch in Texas during his tenure at Texas A&M — is an opportunity to improve higher education.

"You've got to concentrate on quality, especially in a time of retrenchment," he said. "If you don't, your future is sold down the river."

Vandiver repeatedly stressed the importance of eliminating weak degree programs that duplicate better programs at other colleges.

"Bad and weak programs create bad and weak students and weak faculty, and create a dead place in a university," he said.

Asked about his views and record on minorities, Vandiver said he more than quadrupled black and Hispanic student enrollment, and recruited many minority professors, during his tenure at Texas A&M.

However, he expressed reservations about the role of mostly black colleges.

"I think that sometimes some of the black college administrators hide behind the idea of a traditionally black campus," he said.

Later, in an interview, he explained that some black college officials treat their institution as a "refuge" from mainstream society.

Vandiver said states often spend huge sums to improve facilities at black colleges.

However, he said, "If you don't build up the program, what are you teaching? Who are you kidding? Who are you short-changing? You are short-changing the students.

"I worry that a lot of window dressing goes into traditionally black campuses instead of proven programs."

Vandiver also said he believes strongly in LSU as the state's flagship university.

"Every state needs a major research university" that might receive the bulk of available funds for research projects.

After the interview, board chairman John Keller announced that "we are not going to make a decision today. It's possible that we might even interview someone else."

Later, the board decided to meet next month to possibly interview other candidates and pick a new commissioner.

The Board of Regents was considering only Louisiana educators until a political hitch prompted the board to broaden the search.

The extended search has been conducted informally and confidentially. Board members have been contacting retired higher education officials around the country to ask if they are interested.

The board is not conducting a full and open search for commissioner because it can't promise any job security.

A federal court in New Orleans, as part of a sweeping desegregation decree, has ordered that the regents and the three other state college governing boards be abolished.

The court ordered the four boards replaced by a single "superboard" charged with integrating state college campuses.

Vandiver, 63, is one of three men the court named to a part-time panel that is supposed to monitor the operation of the single board.

Vandiver said he was concerned about a possible conflict of interest, but was assured by the court that it had no objection.

Vandiver can't assume that post yet anyway because several parties have taken the desegregation case to the U S Supreme Court, which has halted the lower court's order while deciding whether to hear arguments.

WHAT'S GOING ON

Friday

BOARD OF TRUSTEES FOR STATE COLLEGES AND UNIVERSITIES — 10 a.m., State Office Building, 150 Riverside Mall, Auditorium, First Floor.

DRUG FREE PARADE AND RALLY — 1 p.m., to begin at Broadmoor Middle, on the corner of Goodwood and Sharp, and will proceed west to Broadmoor Elementary, located at 9650 Goodwood, where the rally will be held.

AUTHOR/ILLUSTRATOR PROGRAM — 7 p.m., Main Branch of the East Baton Rouge Parish Library, 7711 Goodwood Blvd.: an evening of storytelling.

Attachment 4

☐ MORNING ADVOCATE, Baton Rouge, La., ☐ Thurs. Nov. 9, 1989 ☐ 3C

Higher education candidate back in consideration

By JOHN LaPLANTE
Capitol news bureau

The leading candidate for Louisiana higher education commissioner, who dropped out of contention Tuesday, was back in consideration Wednesday.

Talks have resumed with former Texas A&M President Frank Vandiver, said John Kennedy, Gov. Buddy Roemer's higher education liaison.

"Dr. Vandiver has agreed to continue to discuss the matter, and perhaps even to reconsider his decision not to be considered," Kennedy said.

Vandiver, a noted historian who has headed several higher education institutions, is the only candidate interviewed by the Board of Regents since its search for a new higher education chief was expanded beyond the state's borders last month.

Board members responded enthusiastically to his confident and straight-talking interview, and no other names have surfaced for the job.

However, on Tuesday Vandiver called board member George Hardy of Lafayette to say he was withdrawing as a candidate for the post as titular head of higher education in Louisiana.

Kennedy declined to say why Vandiver agreed to reconsider on Wednesday. Asked if the board's and the governor's hesitance to allow Vandiver to withdraw was an indication that he is their pick for the job, Kennedy said it's obvious all parties are interested in Vandiver.

"The Board of Regents hasn't issued a formal offer," Kennedy said.

"It may or may not work out," he said. "But if it doesn't, it won't be because all involved did not make a concerted, genuine, full-fledged, good-faith effort."

Vandiver's current job — director of a military "think tank" at Texas A&M — pays him about $150,000 a year. The board's former commissioner, Sally Clausen, who stepped down in August, was paid about $78,000 a year.

Kennedy and board members have declined to discuss the salary they might consider offering Vandiver.

Vandiver has been unavailable for comment. He reportedly is on an extended trip. Kennedy said Vandiver was somewhere in New Orleans when he contacted Kennedy on Wednesday.

The regents have twice postponed a scheduled decision to pick a new commissioner. The latest deadline to fill the job is Tuesday.

The board is not conducting a formal search for a commissioner because a federal court order is threatening to abolish the board. That means the commissioner's job also could be abolished with little notice.

Attachment 5

COMPARITIVE DATA ON THE COLLEGE GOING POPULATION IN THE STATE OF LOUISIANA

Description of the College Bound Students in Louisiana

All public colleges and universities in Louisiana require potential students to take the American College Test Assessment. Each year, the American College Testing Program issues a publication, The High School Profile Report, Normative Data, which is a description of the academic abilities and nonacademic characteristics of the graduates of Louisiana, the Southwest Region and the Nation. The 1989 report will be used extensively in the discussion of the characteristics of the college-going population in the State.

Of the 30,097 students taking the test in Louisiana, 91% indicated that they plan to enroll in an institution as a full-time student and eighty-eight percent (88%) intend to pursue at least a bachelor's degree. Over ninety percent (95.2%) of the students listed a Louisiana institution as their first choice.

I. Grade Point Average

With respect to high school grade point average, grades reported by those taking the test in Louisiana were slightly lower than those of the region and nation. Table I shows that 86.8% of the students taking the test in Louisiana reported grade point averages of 2.0 or better, while 92.9% and 92.8% of those did so in the region and nation, respectively.

TABLE I

Distribution of High School GPA as Reported by the Students

GPA	PERCENT OF STUDENTS		
	LOUISIANA	REGION*	NATION
3.5 - 4.0	16.2	24.9	22.1
3.0 - 3.4	23.9	29.9	29.8
2.5 - 2.9	22.4	20.7	22.4
2.0 - 2.4	24.3	17.4	18.5
1.5 - 1.9	10.9	5.8	6.0
1.0 - 1.4	2.0	1.1	1.0
0.5 - 0.9	0.3	0.2	0.2

The distribution of grade point averages for the entering freshmen at Southern University at Baton Rouge is substantially different from those of the state. Table II shows that 72.3% of the students had high school grade point averages of 2.0 or better.

TABLE II

Distribution of GPA of Entering Freshmen, Fall 1989
SUBR

GPA	PERCENT OF STUDENTS
3.5 - 4.0	5.8
3.0 - 3.4	12.8
2.5 - 2.9	23.5
2.0 - 2.4	30.7
0.0 - 1.9	27.7

*Region includes the following states: Arkansas, Louisiana New Mexico, Oklahoma, Texas

II. High School Curriculum

A greater percentage (71.0%) of the students taking the test in Louisiana indicated that they took the courses as prescribed by the college preparatory curriculum than did those in the region (65.2%) and the nation (68.1%). Table III shows this distribution.

TABLE III

Type of Curriculum Taken as Reported by the Student

CURRICULUM	PERCENT OF STUDENTS		
	LOUISIANA	REGION	NATION
Business or Commercial	8.6	8.1	8.1
Vocational-Occupational	4.0	6.3	6.0
College Preparatory	71.0	65.2	68.1
Other or General	16.4	20.2	17.8

Table IV shows the relationship between type of high school curriculum taken by students and average ACT composite scores for those graduating in 1989

TABLE IV

Type of Curriculum Taken and Average ACT Score

CURRICULUM	AVERAGE ACT COMPOSITE SCORE		
	LOUISIANA	REGION	NATION
Business of Commercial	13.0	14.0	14.9
Vocational-Occupational	12.9	13.3	14.2
College Preparatory	18.5	19.2	20.2
Other or General	14.1	14.9	15.8

An analysis was made on high school transcripts of first-time Louisiana resident freshmen at Southern University to determine the academic preparation and the extent to which they completed a college preparatory curriculum. The college preparatory curriculum includes the following courses: English I, English II, English III and English IV; Algebra I, Algebra II, Geometry and/or Advanced Mathematics, Trigonometry, Calculus; Biology, Chemistry, Physics, Environmental Science, Earth Science; United States History, Civics, Free Engerprise, World Geography, Economics or Western Civilization. A brief overview of the academic preparation of the first-time freshmen follows:

Ninety-one percent (91%) of the students have taken English I, English II, English III and English IV.

Nine percent (9%) of the students have taken English I, English II, English III and Business English.

Fifty percent (50%) of the students have taken units in mathematics other than those categorized as college preparatory. Twenty three percent (23%) of the students have taken Business Mathematics, while twenty-four (24%) percent have taken Consumers Mathematics and three percent (3%) have taken Mathematics I and II.

One hundred percent (100%) of the students have taken the required preparatory courses in the Social Studies.

Although students have studied the sciences for three or more years, Only twenty-four percent (24%) completed the college preparatory requirements of at least Biology, Chemistry and

Physics. Seventy percent (70%) of the students have taken Physical Science, while twenty-two percent (22%) have taken General Science.

Hence, twenty-four percent (24%) of the entering freshmen for the Fall, 1989 took a college preparatory curriculum.

III. Family Income

The reported family income of the students taking the test in Louisiana was slightly lower than the reported income of those in the region and nation. Over half (53.0%) of those in the state indicated that their family income was below $30,000 annually, as compared to 50.3% and 43% for the region and state, respectively (See Table V).

TABLE V

Estimated Family Income of Students

INCOME	Percent of Students		
	LOUISIANA	REGION	NATION
Less than 6,000	8.3	6.6	4.5
6,000 - 11,999	10.3	9.2	6.7
12,000 - 17,000	11.0	10.6	8.9
18,000 - 12,999	11.9	12.0	11.0
24,000 - 29.999	11.5	11.8	12.0
30,000 - 35,999	11.8	12.2	13.5
36,000 - 41,999	9.0	9.0	10.5
42,000 - 49,999	8.2	8.4	10.0
50,000 - 59,999	7.1	7.6	8.6
60,000 and over	10.9	12.8	14.3

Table VI shows the relationship between reported family income and average ACT score for the state, region, and nation.

TABLE VI
Estimated Family Income and Average ACT Composite Score

INCOME	AVERAGE ACT COMPOSITE SCORE		
	LOUISIANA	REGION	NATION
Less than 6,000	12.9	13.3	14.2
6,000 - 11,999	14.6	15.1	16.0
12,000 - 17,999	16.0	16.2	17.2
18,000 - 23,999	16.4	16.8	17.8
24,000 - 29,999	17.3	17.5	18.4
30,000 - 35,999	17.8	18.0	18.8
36,000 - 41,999	18.1	18.4	19.2
42,000 - 49,999	18.6	19.0	19.7
50,000 - 59,999	19.1	19.3	20.1
60,000 and Over	19.9	20.1	20.7

Data on family income of the entering freshmen at Southern University at Baton Rouge for the Fall, 1988 show that 53% of the freshmen came from families that have incomes below the $20,000 range. Only 7% had family incomes of $50,000 or more. Table VII shows this data.

TABLE VII
Family Income of Entering Freshmen, Fall 1988
SUBR

INCOME	PERCENT OF FRESHMEN
Less Than 15,000	22.8
15,000 - 19,999	30.2
20,000 - 29,999	17.0
30,000 - 39,000	13.0
40,000 - 49,000	10.0
50,000 and Above	7.0

IV. ACT COMPOSITE SCORES

The ACT composite scores of those taking the test in Louisiana were lower than those of the region and nation. Over fifty-eight percent (58.2%) had composite scores above fifteen (15), while 60.8% of those in the region and 68.0% of those in the nation scored above fifteen.

TABLE VIII
Distribution of ACT Composite Scores

SCORE	PERCENT OF STUDENTS		
	LOUISIANA	REGION	NATION
26 - 36	8.8	10.1	13.7
21 - 25	20.0	21.9	25.7
16 - 20	29.4	28.8	28.6
01 - 15	41.8	39.2	31.9
Mean:	17.1	17.5	18.6

The ACT composite for Blacks was lower than any other racial ethnic group. They averaged less than fourteen (14) in the state, region and nation as shown in Table IX.

TABLE IX
Average ACT Composite Score by Race-Ethnic Background

Race/Ethnic Background	ACT Composite Scores		
	Louisiana	Region	Nation
Afro-American/Black	13.3	13.4	13.6
American/Alaskan Native	15.2	14.6	14.7
Caucasian American/White	18.4	18.7	19.4
Mexican American/Chicano	16.6	14.9	15.4
Oriental/Pacific American	18.6	19.2	19.9
Puerto Rican/Hispanic	17.5	16.4	16.9
Other/Prefer no Response	15.3	16.1	16.9

Additionally, freshmen entering historically Black institutions of the state had substantially lower ACT composite scores than those entering the other state colleges and universities in 1987 and 1988. Table X shows these averages.

TABLE X

Average ACT Composite Scores for Enrolled Freshmen by Institution, 1987 - 1988

INSTITUTION	AVERAGE ACT COMPOSITE SCORES	
	1987	1988
Delgado	12.6	12.6
Grambling	11.0	11.6
Louisiana Tech.	18.3	18.7
McNeese State University	15.4	15.7
Nicholls State University	15.7	15.9
Northeast Louisiana University	16.9	17.2
Northwestern State University	16.1	17.3
Southeastern Louisiana University	15.6	15.6
Southwestern Louisiana University	16.3	16.7
Louisiana State Univ.-Alexandria	15.6	15.7
Louisiana State Univ.-Baton Rouge	19.6	21.4
Louisiana State Univ.-Eunice	16.3	14.8
Louisiana State Univ.-Shreveport	16.7	17.5
University of New Orleans	16.4	16.8
Southern University-Baton Rouge	11.3	12.4
Southern University-New Orleans	9.7	10.8
Southern University-Shreveport	9.4	9.3

At Southern University at Baton Rouge, the distribution of ACT composite scores differs greatly from those of the state that are depicted in Table VIII. Over seventy percent (73.9%) of the freshmen had composite scores of 15 and below as shown in Table XI.

TABLE XI
Distribution of ACT Composite Scores for Freshmen
SUBR, 1989

Score	PERCENT OF STUDENTS
26 - 36	1.3
21 - 25	4.4
16 - 20	20.4
1 - 15	73.9

Black Enrollment of State Institutions
(Baccalaureate Degree Granting)

For the Fall Semesters of 1986, 1987 and 1988, three institutions (SUBR, SUNO and Grambling) averaged slightly less than half of the black enrollment for the baccalaureate degree-granting institutions. (See Table XII).

TABLE XII
Fall Black Enrollment at State Institutions
(Baccalaureate Degree-Granting Institutions)

Institution	YEAR		
	1986	1987	1988
Southern University-Baton Rouge	7,425	7,811	7,447
Southern University-New Orleans	2,775	3,108	2,956
Grambling State University	4,645	5,070	5,258
TOTAL	14,845	15,989	15,661
% of State Total	47.8	50.1	48.8
State Total (Public)	31,076	31,943	32,102

Of the total number of baccalaureate degrees awarded to Black students in the state for 1987-89, Southern University at Baton Rouge, Southern University at New Orleans and Grambling State University, awarded an average of approximately 62% of the degrees. (See Table XIII).

TABLE XIII

Baccalaureate Degrees Granted to Black Students
by Institution
1987-89

INSTITUTION	BACCALAUREATE DEGREES GRANTED		
	1987	1988	1989
Grambling State University	446	501	632
Louisiana Tech. University	95	89	86
McNeese State University	77	76	64
Nicholls State University	30	28	34
Northeastern Louisiana University	125	144	144
Northwestern State University	59	73	54
Southeastern Louisiana University	52	44	29
Southwestern State University	165	180	207
Louisiana State University-Baton Rouge	120	126	158
Louisiana State University-Shreveport	17	25	26
Louisiana State University-Medical	26	18	26
University of New Orleans	101	93	132
Southern University-Baton Rouge	756	660	732
Southern University-New Orleans	207	235	220
Percent of total degrees granted by Grambling, SUBR and SUNO	62%	61%	62%

URGENT MEMORANDUM

Attachment 6

TO: Alumni and Supporters of Southern University

FROM: James Freemont, President and Donald C. Wade, Executive Director
National Southern University Alumni Federation

RE: Desegregation Update

DATE: October 5, 1989

The legal effort to save Southern University has been nothing short of monumental.

- Southern's position in the litigation has been opposite that of the Governor, the Board of Regents, the Board of Trustees, the BESE Board, the Bossier and St. Bernard Parish School Boards, and, of course, the LSU Board.
- Last year, the Governor and these boards paid attorneys more than $1,060,000 to fight against Southern's interest, while Southern spent **absolutely nowhere near this** in legal fees.
- Additionally, Southern's counsel discounted their hourly rate by more than 25%. This means Southern's attorneys worked more hours, proportionately, than the other boards' attorneys for the same fee.

Southern's present counsel was engaged in August 1986.

- The firm has reviewed thousands of documents.
- The firm has produced thousands of pages of new documents in the form of motions, proposed settlement agreements, legal memoranda or briefs, desegregation plans, objections to Special Master reports, post trial submissions, and, most recently, stay applications and a jurisdictional statement with the United States Supreme Court.
- The firm was successful in obtaining a stay of the three-judge panel's order.
- Many of these documents have been voluminous and have required hundreds of hours to research and perfect. For instance, the two desegregation plans consisted of at least eight separately bound volumes, together numbering well over 1,000 pages.
- The stay application with the Supreme Court was over 400 pages long and the jurisdictional statement and all supporting documentation that will be filed on October 6, 1989 (now being printed) will exceed 1,000 pages.

Stays in desegregation cases are rarely granted; and such cases in the Supreme Court demand extraordinary work by counsel.

- Thus, since July of this year to date, our counsel has spent more than 900 hours on Supreme Court-related work, involving up to four attorneys, to insure success. (This must be compared to around 2,000 hours spent all of last year on Southern University's legal work.)
- The efforts thus far have paid off. We are confident of ultimate success if the case is properly supported so that the legal work may go forward without interruption.

The legal costs involved in our effort to save Southern are serious--estimated at more than $130,000--but Southern is well worth it.

- This will have to be raised quickly, since the work must be done in a compressed time period.
- Doubtless, Southern will again be outspent in a wide margin by the other parties. But, with the support requested, we can, and we are confident, we will win.

JF/DCW/bjr

Senator **Fowler**. Next, we have Dr. Harrison B. Wilson, the President of Norfolk State University. Welcome, Dr. Wilson.

STATEMENT OF DR. HARRISON B. WILSON, PRESIDENT, NORFOLK STATE UNIVERSITY

Dr. **Harrison**. Thank you very much, Senator Fowler, and Congressman Lewis. It is a pleasure for me to have this opportunity to be here.

I am in a dual role. I am chairman of the Urban Committee of the American Association of State Colleges and Universities and I am also the State representative of that national organization.

My coworker from the great Commonwealth of Virginia beat me to the advertisement, and he usually does, of the fact that Senator Robb, and he didn't say it this way, but that Senator Robb really sets the tone for our present election that we have had for Governor, about 5 years ago or 6 years ago, and our present Governor in a speech at Norfolk State University made a statement at a commencement that our present Governor-elect was the outstanding man in the State, and so that gives you a little history about what our legislators, what our State as well as our Federal legislators feel about our Governor-elect. We are very proud of that and it was, of course, a very close election out of 1,600,000 votes, he only won by 6,545, but like he said, just one vote is enough.

Senator **Fowler**. It is only politicians who understand that. [Laughter.]

Dr. **Wilson**. I also wanted to mention that when you attend Historically Black Colleges and Universities or work at one, it is a network, and while I hadn't met Congressman Lewis, I did work at Fisk University for 3 years and under Dr. Lawson, who was president at the time, and it was a tremendous experience, and, to say the least, it was well worth being sure that we preserve that national treasure.

Much of what has been said I was going to say and so it won't take me that long. I wanted to indicate though that Norfolk State University is just 55 years old and, of course, we started with a private school, Virginia Union, and then, of course, Virginia State, and now, we are the third largest Historically Black University in America, and we have kind of bypassed our mother institution. [Laughter.]

As I listened to the report just a moment ago as it concerned the Adams case, I think that we need to go back to 1979 when Virginia settled the Adams case and just as an explanation, I have noticed some of the people who are going in as witnesses and the places they are coming from certainly do not enhance the point of view of the historically black university, and we were able to solve our problem in Virginia because we did have individual boards and that with the individual board, the Governor turned it over to the schools where they were having problems and we were able to solve it. This was 10 years ago, but, you know, it is a funny thing what happens in 10 years in politics and in attitudes.

I just wanted to say as a result of that Adams case, we do have, we are the most integrated school percentage wise in the Commonwealth, with 14 percent of our students being white.

I could go into some of the details and some of the things that we have accomplished under that, but I won't spend this time, but I would be glad to answer any questions at the appropriate time.

I also had financial aid as an important issue and since we are going to have some professionals talking about it later and since Dr. Ponder spent some time on it, I will not, except to say that I agree that it is very critical that we have more grant money and less loans, and when you think in terms of the background of the students, the economic background, et cetera, it is very hard to—it is very easy to understand why we are having problems paying back that particular money.

One of the large problems as it relates to financial aid is the continuous growth in the cost of attending universities and it will not be long that we will begin, unless we have additional aid, we will begin to price students who need education most out of the education business.

No one has mentioned, they may have indicated, that with the demographics being what they are, by the year 2000, the individuals that are going to need the education most will be the ones who will not be able to get the education unless something is done right away because of the cost. We know what the demographics are going to be between women and other minorities, will be in the predominant force in terms of the population, so it is going to be critical that we educate those future leaders if we intend to keep our country as an international leader.

Academic excellence is also very important and in order to have that in terms of the staff, we also need better physical resources as well as money that is set aside for what I call preventive maintenance. It is very important as you move throughout the country to see many of the schools having to use preventive maintenance money just to keep its head above the water, and it is critical that somehow as we move through the system, that we allow some funds for maintenance as well as construction of new facilities, very important.

Another critical issue in higher education on the eve of the 21st century is the underrepresentation of minority doctorates in most areas of our institutions.

A few years ago, I don't know whether they called it title III or what, but there was an opportunity to use Federal money to send your young, your junior professors, on to doctorate school to earn doctorates, and many of us went to school, earned our doctorates in that program, where the individual was paid as well as being able to take off for a solid year or 2 years and go on and receive their doctorates.

I won't go into the statistics, but we know there is a dwindling supply of Ph.D's among minorities in America.

Senator FOWLER. When was that program eliminated?

Dr. WILSON. Gee, I don't know. I know it has been at least 10 years.

VOICE. Early seventies.

Dr. WILSON. What year?

VOICE. Early seventies.

Dr. WILSON. The early seventies, but that's how, what happened, and I will just take a second, what happened as the Southern Association of Colleges and Universities changed their standards for the historically black universities, it was required to have the same standards as the historically white universities. One of the problems was the lack of Ph.D's on our campuses. Through this Federal program, we were able to bring in a large number of Ph.D's and really just about caught up.

That group's now near retirement, and we have young people coming on with masters degrees who cannot afford to just take off and go. I would say that would be one of the best investments because if we want to keep minorities as role models and as teachers, then these Ph.D's in our colleges should be the ones to really teach the teachers so they can go out and keep the system going.

If we had money under title III, if that was put in there, I think would be very significant to be able to build up our forces in terms of having Ph.D's in areas, we need them in all areas, but we are talking about science, we are talking about mathematics and biology, et cetera, where there are even fewer than the ones that we have now. So that is a very important issue.

I would like to just say, as I mentioned the sciences and technology, with only five schools, historically black schools having an engineering program, they are producing about 40 percent of all the black engineers. It is the same kind of statistic for medical schools, we only have three, and in the 21st century, one of the projections for Norfolk State University was that in conjunction with a private medical school, that Norfolk State become a part of that organization so that we could funnel, prepare and funnel students into those medical schools in larger numbers.

Also, engineering, with a limited number of pure engineering schools, about 45 percent of our black engineers are coming from those historically black schools.

And my point is that we are going to need funding to get some of these other schools into engineering because depending, and by the 21st century, our individuals from Asia, India, and other countries, Japan, is going to put the United States in a very critical position, critical posture, and we have found that if you train the individuals, and if you bring them in, we have been able to find individuals and give full scholarships to outstanding students. It is a very extensive program, national. There is a National Institute of Sciences for Minorities.

We bring in these students and they have high, all of the credentials, and it is surprising how many of them have been misdirected away from their strengths, and in having a program where we can go in as the athlete, as the coaches do, and say look, you come to our school and you will get a good scientific education and we will give you a full scholarship.

We have found that we are now producing scientists that are going to MIT and they are going to Harvard and are going all over the United States. I think that is a critical investment for our country when you think in terms of the future and of the 21st century.

In addition to that, there are only 21 schools that have ROTC programs in the Army, 21, and they produce 40 percent of all second lieutenants that come into the Army. That is an amazing figure when you take—I am talking about minorities, black lieutenants, that come into the Army.

If you want to talk about a national resource, that is a national resource.

Graduate education I have touched on when I talked about the Ph.D's, but that is the kind of thing we need. We need the incentive to get our students to not only finish college but to go on to the undergraduate school and then, of course, ultimately to go on to either graduate, the Ph.D programs, or the other professions which are so important.

We need this support for several reasons. We want to expand the capabilities of faculties and students to do research. So much of the research that is being done on the black families in America, on blacks in America, are not being done by scholars in the historically black schools. That is critical. That is critical.

I think that is an indictment that we in many of our historically black schools have to accept, but I think more and more, we need funds. We need funds. Instead of funds being sent to some of the so-called prestigious historically white universities to do studies on black Americans, that same money ought to be spent, sent to historically black schools to study themselves.

[Applause.]

Dr. **Wilson**. One of the problems we have, Senator, is they will take the money and then they will hire us to do, subcontract, but they still get the money and they get the recognition as being the outstanding individuals who do it.

I could go on and on, but I want you to know we appreciate this opportunity to let you know again how important we think the historically black schools are and that we need the support of our Congress and of our country.

Thank you very much, Senator.

Senator **Fowler**. Dr. Wilson, thank you very much.

[The prepared statement of Dr. Wilson follows:]

PREPARED STATEMENT OF DR. HARRISON B. WILSON, PRESIDENT, NORFOLK STATE UNIVERSITY

EXEMPLARY PROGRAMS TO INCREASE DIVERSITY IN HIGHER EDUCATION

The American Council on Education's Board of Directors, in 1987, became alarmed at the decade long decline in Black and Hispanic enrollments in higher education with, seemingly, no national effort being mounted to address this growing crisis. Under the leadership of its chair, Frank H. T. Rhodes, the council created a national commission to study the problem and to report its findings to the American people. Former U.S. Presidents, Jimmy Carter and Gerald Ford, agreed to be honorary co-chairs of the National Commission on Minority Participation in Education and American Life. On May 23, 1988, the commission issued its report, entitled "One-Third of a Nation," at a national press conference in Washington, DC. The report laid down seven strong challenges to the American people and their leaders. Of the seven, three were particularly directed to the nation's educational institutions:

First, "We challenge American institutions of higher learning to renew and strengthen their efforts to increase minority recruitment, retention and graduation.

Third, "We challenge the nation's elected officials to lead efforts to assure minority advancement.

Seventh, "We challenge education leaders to improve coordination and cooperation among all levels and systems."

The report was distributed to all members of Congress, all college presidents, and all of the active U.S. presidential candidates at that time. Following the issuance of

"One-Third of a Nation," other national education associations such as the American Association of State Colleges and Universities and the National Association of Independent Colleges and Universities also issued a number of reports and documents expressing concern about declining minority enrollments and suggesting strategies to address this critical situation.

The American Council on Education felt a responsibility to not only raise the issue with its member institutions and challenge the American public, but to make specific recommendations for programs to attack the problem as well. After a year of research by its senior staff with the assistance of a number of expert consultants, on January 20, 1989, at its annual meeting, the council issued the book, "Minorities on Campus: A Handbook for Enhancing Diversity." Various chapters in the book gave explicit, proven strategies for the development of programs for student recruitment and retention, minority faculty recruitment, developing a multicultural curriculum, and improving the clinate on predominantly white college campuses. The recommended programs were not theoretical in nature but were based on actual successes at campuses whose programs had been evaluated to document their effectiveness. At the end of each chapter are listed the names of institutions with successful programs in the particular category described (student recruitment, etc.) with the name of a knowledgeable contact person listed as well. Complimentary copies of the handbook were distributed to all college presidents. As of this date, over 20,000 copies of the handbook have been sold to colleges and universities and the volume is now entering its third printing. In addition to distributing the handbook, the council has sponsored two national conferences for academic administrators and faculty to give them "hands-on" experience in designing programs which they can implement back on their home campuses. The first conference was held in Washington, DC, in July, 1988, and was attended by over 500 people. The second was held in San Francisco in November, 1989, and attracted some 670 people with an additional 100 being turned away for lack of space. There is obviously considerable demand for these programs and for the skills to implement them. ACE plans to followup with the institutions represented at its conferences at a later date to determine what actual progress these institutions have made. We are also considering holding a third national conference, probably in the Midwest, in 1990.

The exemplary programs of three institutions deserve more detailed description of what they did and what they accomplished. The University of Massachusetts at Boston has been particulary successful at a number of levels. Under the leadership of Chancellor Robert Corrigan (now president of San Francisco State University), working in close cooperation with the affirmative action office, the university developed an aggressive outreach program for the recruitment of minority faculty. The university offered new faculty positions to departments with particularly low minority representation as an incentive to seek out excellently qualified minority candidates. The university established an Urban Scholars Program that each year reaches up to 250 academically promising minority students in Boston area middle and high schools. With the assistance of the Black caucus of the state legislature, the university was funded to establish the Institute for the Study of Black Culture, which recently issued a major study on the status of African Americans in society. The outcomes of the university's endeavors are quite impressive. UMass-Boston enrolls 40 percent of the Black students who attend public colleges in Massachusetts. Moreover, 13 percent of the fulltime faculty is minority as are 22 percent of the professional staff. Ninety-nine percent of the students in the Urban Scholars program have gone on to college at UMass-Boston or other institutions. With the approval of its board of trustees, UMass regularly awards honorary degrees to Black leaders.

Miami-Dade Community College exists in a city with no racial majority population. Over 79 percent of its people were born outside of Florida or the U.S. The college has provided instruction in English to over 6000 refugees. It has established a Reachout program to junior and senior high school minority students who are promised college scholarships if they remain in the program. In addition, there is a Black Student Opportunity Program specifically geared to the recruitment and retention of Miami area Black students. The Comprehensive Opportunity to Pursue Excellence (COPE) program is targetted to the retention of marginal students. An indication of its success is its ability to retain 82 percent of students in the COPE program, compared to approximately 50 percent retention of community college students nationally. Miami-Dade also participates in the Urban Community College Transfer Program funded by the Ford Foundation, and has made impressive improvements in the transfer of its graduates to four-year colleges and universities. Miami-Dade has involved over 6000 students in its Reachout program who have successfully matriculated at the college.

Mount St. Mary's College in West Los Angeles has transformed itself from a nearly all-white women's college to one in which the racial diversity on its Doheny campus is 56.7 percent Hispanic, 18 percent Black, and 9.8 percent Asian. Yet, it has maintained high academic standards and impressive graduation rates. The college has a required orientation program for entering freshmen that is semester-long involving small groups of students meeting with their peers and with faculty to discuss concerns and difficulties. The group helps students to solve problems and to raise self confidence. The students are required to spend at least one hour per week for each class in the Learning Resource Center. There are also English as Second Language courses. The college has an Early Warning System in which faculty alert counselors as soon as they identify students who are experiencing academic difficulty. There are regular cultural awareness programs and career counseling is available for prospective graduates. The results of Mount St. Mary's efforts are impressive. Over 70 percent of its students complete its associate degree program (compares to a national average of 15 percent), including 95 percent completion rates for Hispanic students. Fifty percent of those students also complete the college's baccalaureate program as well. And many of those graduates are not in MA and PhD programs.

Two other exemplary programs also deserve brief mention. Xavier University, a Historically Black Institution in New Orleans, has one of the most rigorous and successful mathematics and science programs in the country. Over 90 percent of its graduates who apply to medical school are accepted. The Math and Science program for minority students at the University of California-Berkeley is equally impressive. Its Black and Hispanic students have a 96 percent pass rate in introductory calculus.

Based on its experience with these and many other exemplary programs to increase minority representation on college campuses, the American Council on Education has been able to identify a number of elements common to successful programs. First and foremost is strong presidential leadership. Where the president's commitment is vocal and public, things begin to happen on campus. Second it is important to develop a comprehensive plan; that is, a total institutional endeavor must include all constituencies of the school—the administration, the faculty, and the support staff. Third, the plan must contain clear goals and objectives. If the institution does not know where it is going it will be unable to measure its progress. Fourth, the commitment of resources—financial, people, and materiel—will be required. Finally, the institution must periodically evaluate its progress to determine if it is on track. Too many colleges continue to maintain programs that are not succeeding and then give up in dispair. These programs require long-term commitment because results will not be immediate. That is when leadership support will be crucial to maintain the morale of faculty and staff and to persist in strong support for these endeavors.

The American Council on Education is encouraged that through its leadership and that of other higher education associations and organizations, collegiate institutions across the country are becoming aware of the magnitude of the problem of minority underrepresentation and are seeking assistance to develop programs to address it. The Historically Black Colleges have for decades been successful in the retention and graduation of students with less than traditional academic preparation, and many predominantly white institutions have learned much from them in this regard. Nevertheless, the fact remains that over 80 percent of minority students attend white institutions and it is in these institutions that the problem of successfully recruiting and retaining minority students, faculty, and staff will have to be solved. Unfortunately, so far, too few institutions mounted aggressive efforts or committed significant resources. Thus, the numbers of Blacks, aggressive efforts or committed significant resources. Thus, the number of Blacks, Hispanics, American Indians, and some underrepresentated Asians remain disappointingly small on most of our campuses. If through the endeavors of ACE and others we are able to motivate the majority of American collegiate institutions to become committed to and involved in increasing cultural diversity, they and the nation will be the better for it.

By the year 2000, minorities will be one-third of the American populace. In that same year, 75 percent of those entering the work force will be minorities and women. Between now and then, nearly 50 percent of the present faculty will have retired. We face dramatic and challenging demographic changes in American society just within the next decade. Those challenges can become an opportunity for us to become both a truly diverse society with all its members participating fully and a society that remains a leading competitor among the nations of the world.

Thank you, Senator Fowler. I appreciate the opportunity to share my views at this most important hearing, here on the campus of this outstanding institution that is contributing so much to the solution of the problems you have invited us to discuss.

Senator FOWLER. I do think I ought to add a footnote that from Albany State, Dr. Black is here. They do have primary research, do you not, on the black families?

Dr. BLACK. The Center for the Betterment of Black Males, yes, we do.

Senator FOWLER. And we just need some more of that.

Dr. WILSON. Right.

Senator FOWLER. Last, but certainly not least, is one of our own. We are certainly pleased to welcome the fine president of Clark Atlanta University, Dr. Thomas Cole.

Dr. Cole, we are glad to have you here.

[Brief pause.]

Senator FOWLER. Dr. Cole, if you could summarize your statement to the best of your ability, that would help us a lot.

STATEMENT OF DR. THOMAS WINSTON COLE, JR., PRESIDENT, CLARK ATLANTA UNIVERSITY

Dr. COLE. Thank you very much, Senator, I will do that. First of all, I want to apologize for being a few minutes late. That is always a problem when you have the fartherest distance to go. [Laughter.]

I want to first commend you for hosting this hearing on this very important part of the Nation's agenda, the strengthening and enhancement of the capacity of Historically Black Colleges and Universities to provide higher educational opportunities to black youth as well as people of all ethnic groups.

I also present testimony on behalf of the 41 member colleges of The United Negro College Fund here today, my presidential colleagues, and the more than 45,000 students in this area, and I would request that both testimonies be made a part of the record.

Senator FOWLER. Absolutely.

Dr. COLE. You and the Congressman, of course, are familiar with all of the reports and studies of the last several years that lament the deficiencies of our education system, from kindergarten to graduate school. When reports like these are made public, there are usually cries of public dismay and alarm, and sometimes the sensational headlines persist for a while, but then very little happens. Our national leaders know the problem is getting worse, our higher education institutions know the problem well as they struggle to educate underprepared students, the teacher education associations know the downward trend in educational achievement of high school graduates is continuing, and a large percentage of parents sit helplessly by knowing their children will be ill-prepared for the work place of tomorrow, and that there may not be enough productive workers by the time they become senior citizens.

The National Science Foundation has estimated that between 1989 and the year 2010, our Nation will be short by more than 600,000 scientists and engineers.

The Task Force on Women, Minorities and the Handicapped, established by Public Law 99-383, stated in its September 1988 report and I quote:

> One of the most urgent tasks is to strengthen our science and engineering work force. The educational pipeline, from kindergarten through the Ph.D, is failing to produce the workers needed to meet future demand.

The task force report also stated that by the year 2000, 85 percent of new entrants to the Nation's work force will be minorities and women; yet, these are the groups that my colleagues have indicated that have traditionally been under-represented in the science and engineering professions.

With the impending retirement of post World War II babies, we are all in grave danger unless we act now. Alongside the war on drugs launched by the Congress and the President, we need a similar mobilization on technical illiteracy.

Mr. Chairman, the issue of the projected severe shortages in technical manpower is clearly one of the most critical facing our Nation in the global competitive market place. If we allow the gap to widen and the adverse trends to persist, our very economic survival will be in jeopardy.

I have several pages of statistics in my written testimony that show the alarming decline of minority participation in higher education, especially among the black Americans.

If it were not for the Historically Black Colleges and Universities, the situation would be much worse. Today, these institutions enroll less than 20 percent of black students into the Nation's black colleges and universities but produce more than 40 percent of the baccalaureate degrees there, and even now, after almost two decades of affirmative action in the Negro opportunities, these institutions still produce the largest number of B.S. graduates who go on to achieve doctorate degrees in the Nation's universities.

The point, Mr. Chairman, is that the other 2,000 or so institutions are not doing their part in educating minorities who are needed to become an increasing part of the work force by the 21st century.

In 1973, for example, there were 581 black Americans, 2.4 percent of the total, were awarded doctoral degrees. By 1979, the number was 1,000; in 1981, the figure was 1,100; but in 1985, it had slipped to 909; and in 1988, 805, down 22 percent from 10 years ago.

If it were not for Howard University and Clark Atlanta University, the only two Historically Black Colleges and Universities with doctoral degrees in several fields, the situation would be substantially worse.

These numbers, too low already, mass the important facts about the under-representation of blacks in particular disciplines and fields. More than half the doctorates now earned by blacks are in the field of education. That does not mean that we have too many Ph.D's in education. It means we have too few in other areas.

Only if we are able to bring far larger numbers of blacks into our system of higher education will they and other minority groups, including Hispanics, be able to play their critical role in a vigorous and synergistic American economy in the 21st century.

Other witnesses will be making recommendations on issues such as student financial aid, basic educational support grants, endowment building for the HBCU's, and renovation and construction of student housing and academic buildings, and reauthorization of title III, I want to focus my remarks briefly on just two broad recommendations.

The first is to increase funding for those programs that work, and at those institutions that have demonstrated the capacity to succeed in such Historically Black Colleges and Universities and, secondly, establish new partnerships with business and industry, the government and the education community with emphasis and force coming from the State and local level.

We must look at the educational pipeline if we are to be successful in designing and implementing a strategy which both restores American competitiveness in the sciences and engineering and provide reasonable opportunities for minorities and women to contribute to the work force.

One part of the solution is clear, if the Nation is serious about both retaining its place in the international market place and remaining competitive, educationally, technologically and economically, as well as fulfilling the equal opportunity commitments to minority Americans, resources should be placed where they will solve the problem, at the Historically Black Colleges and Universities where the capacity to educate large numbers of black Americans has been demonstrated for more than a hundred years.

We need to improve academic research associated with black colleges by increasing the budget in facilities modernization programs, and so forth.

HBCU's will need more than the $2.5 million set aside for them, if we are to increase our capacity to produce more black scientists, mathematicians and engineers.

Another area is the partnership between HBCU's and the local school system. The experience of these institutions in nurturing students from a wide spectrum of socio-economic background and academic preparation make them uniquely qualified to work effectively with both rural and urban school districts. Congress should enact legislation, appropriate the necessary funds, and direct the United States Department of Education, the National Science Foundation, the Department of Health and Human Resource Services to provide grants for HBCU-public school partnerships that encompass the following:

Schools of Education and Social Work working with appropriate public and private agencies in pre-kindergarten programs such as Head Start.

Inservice and preservice teacher education programs that emphasize content without sacrificing certification requirements.

HBCU undergraduate students tutoring and serving as role models for middle school and high school students. For example, the College Work Study Program could be amended to allow undergraduate and graduate students to tutor in after school programs.

Saturday Academy programs for science and mathematics, foreign languages, and reading and composition skills that will complement emphasis in science, also as I had mentioned in other areas.

Parental involvement through informal educational programs through television, radio and public forums.

Summer institutes for high school students, teachers, and counselors.

Pre-Freshman Bridge Programs.

The regular performance of Historically Black Colleges and Universities show very clearly that we could and would play indeed a more effective role in educating the unprepared intercity and rural black youth if we could get even moderate increases in the funding we receive from the Federal Government, and in the case of publicly supported Historically Black Colleges and Universities, from State governments as well.

The President and Congress can also categorize more business support of HBCU's through appropriate legislation. For example, legislation should allow government contractors to consider funds spent on business, HBCU research, and educational partnerships as allowable expenses or as depreciation allowances because they increase the value of an asset, the work force.

The HBCU's with their level of achievement in working with minority groups are ready to assume a leadership role in the war on technical illiteracy. Congress should appropriate the necessary funds and direct Federal agencies to develop support programs that cover the entire educational pipeline, the college undergraduates, graduates, and post graduates.

Let me end my remarks by quoting from the report entitled, One-Third of a Nation, which concluded by saying:

> "Now is the time for our Nation to renew its commitment to minority treatment. We must result our efforts to expand the role and status of our minority population, men, women, boys, and girls, all avenues, as individuals, as members of various groups and social organizations and segments of our society, bear this responsibility and all must share in this task."

Mr. Chairman, I submit that the leadership of this must rest with the Congress and I thank you for this opportunity to submit my testimony.

Senator FOWLER. Thank you very much

[The two prepared statements of Mr. Cole follows:]

TESTIMONY OF

THOMAS W. COLE, JR., Ph.D.
PRESIDENT
CLARK ATLANTA UNIVERSITY

at the

FIELD HEARING

of

THE UNITED STATES SENATE
BUDGET COMMITTEE

held at

SPELMAN COLLEGE
Living Learning Center 2
350 Spelman Lane, S.W.
Atlanta, GA 30314

NOVEMBER 13, 1989

Testimony of

Thomas W. Cole, Jr., Ph.D.
President
Clark Atlanta University

Thank you, Mr. Chairman, for the opportunity to testify at this field hearing of the United States Senate Budget Committee. My name is Thomas Cole and I am president of Clark Atlanta University. I am here to testify on what I believe is an important agenda for our nation: maintaining and indeed, strengthening the capacity of the historically black colleges and universities to provide higher education opportunities for black youth as well as the youth of all ethnic groups that will enable them, when they join the workforce, to function as literate, tax-paying citizens who will use their God-given talents and the skills acquired through formal education to contribute fully to our nation's economy.

Mr. Chairman and members of the panel, I am sure that you are all very familiar with the abundance of reports and studies of the last five to ten years that lament the deficiencies of our education system, from kindergarten to graduate school. When these reports and studies are made public, there are cries of public dismay and alarm;

sometimes the sensational headlines persist for a while; then very little happens. Our national leaders know the problem is getting worse; our higher educational institutions know the problem to well as they struggle to educate under-prepared students; the teacher education associations know the downward trend in educational achievement of high school graduates is continuing; a large percentage of parents who may themseleves be functionally illiterate sit helplessly by knowing their children would be ill-prepared for the workplace of tomorrow and scared that there may not be enough productive workers by the time they get old; by the time those of us in our forties and fifties become senior citizens. For example, the National Science Foundation has estimated that between 1989 and the year 2010, our nation will be short by more than 600,000 scientists and engineers. If and when this happpens, our nation will be weaker in the global marketplace and when our nation suffers, all of us suffer.

Commerce Secretary Mosbacher, testifying before the Senate Committee on Commerce, Science and Transportation, on May 9, 1989 said, and I quote, "Illiteracy, dropout rates, underachievement; all these cost business and society dearly. Dropouts alone cost our society in wasted human potential, lost taxes and wages and public assistance, over $240 billion annually." If this estimate is nearly correct, then dropouts alone cost our nation more than the Federal budget deficit!!

The current and projected acute shortages in our trained workforce affect the more skilled technical and scientific segments of our business and industry, and the educational establishment itself as it struggles to find adequate numbers of faculty and teachers in the sciences and engineering. Indeed, the Task Force on Women, Minorities, and the Handicapped established by Public Law 99-383, Section 8, stated in its September 1988 interim report, that "...one of our most urgent tasks is to strengthen our science and engineering workforce. The education pipeline--from kindergarten through the Ph.D--is failing to produce the workers needed to meet future demand. Indeed, unless parents, schools, colleges, professional societies, industry, State legislatures, Federal agencies, the President, and Congress act in concert, our national science and engineering workforce will continue to erode and the prospects for maintaining an advanced industrial society will diminish."

I am aware of the attempts being made here and there by several states and local school districts and industry to remedy the situation. Some have estimated that close to $30 billion a year is being spent by industry for remedial education! Obviously, our industry will not long remain competitive if it has to divert that much resources away from its core business investments in plant and research and development. I believe that no matter how extensive "in-house" corporate training and education programs may be, the industrial sector must rely on our schools and universities to produce the sufficient number of educated workers. Basic education is simply not the job of business and industry.

I believe what we need is a new partnership of business and industry, government, and the education community with the impetus and the force coming from local and state levels; with individuals and groups demanding action and forcing reforms at all educational levels. We need fundamental reforms of the structure and financing of our education system, not just perestroika and tinkering at the margins. We need to provide resources to those institutions, like the historically black colleges and universities, that have been cost-effective in their educational delivery; institutions like the HBCUs that despite their meager resources have provided quality education and made productive citizens out of economically disadvantaged and under-prepared black youth.

In 1964, there were less than 200,000 black students enrolled in the nation's institutions of higher education. Approximately 85% were enrolled in historically black colleges and universities. Today, the number of black students pursuing higher education opportunities is over 1,000,000 with the majority of these students enrolled in predominantly white institutions. Statistics show that predominantly white institutions enroll about 80% of the nation's black college students while historically black colleges and universities (HBCUs) enroll the remaining 20%; yet, the HBCUs graduate more than 40% of all Blacks attending college. Black colleges and universities have provided education otherwise unavailable to thousands of able and deserving youths and much of the black leadership in America today is provided by the alumni of these institutions.

The Commission on Minority Participation in Education and American Life was established in Fall 1987 by the American Council on Education and the Education Commission of the States. In its report entitled One-Third of a Nation, the Commission concluded that:

> "...Now is the time for our Nation to renew its commitment to minority advancement. We must redouble our efforts to expand the role and status of our minority population--men, women, boys and girls. All Americans--as individuals and as members of various groups, social organizations, and sectors of our society--bear this responsibility, and all must share in this task".

Mr. Chairman and members of the panel, by the year 2020 minorities will emerge as "one-third" of the nation--the Blacks, Hispanics, American Indians, and Asian Americans who constitute our minority population. Unfortunately, men and women from these minorities, America's most economically disadvantaged groups, are not now increasing their enrollment in our colleges and graduate schools. Between 1975 and 1984, in fact, representation of Blacks and Hispanics in American higher education declined.

In 1978, the 61,923 Blacks enrolled in graduate school represented 6.2% of the total graduate enrollments; by 1980, both the absolute number and the percentage of black graduate enrollments had dropped--to 60,138 and 5.5% respectively. The downward slide continued in 1982, when the 54,907 black graduate students comprised 5% of the total graduate enrollment. It is currently estimated by the National Center for Education Statistics that Blacks constitute less than 4.8% of the total enrollment in the nation's graduate schools.

This downturn is reflected in the production of doctorates. In 1973, 581 black Americans, 2.4% of the total, were awarded doctoral degrees. By 1979, 1,055 Blacks, 5% of the total, earned doctorates. In 1981, the figure was 1,104 (4.1% of the total), and it has continued to slip--to 909 or 3.9% in 1985.

These aggregate numbers, too low already, mask important facts about the underrepresentation of Blacks in particular disciplines and fields. More than half of the doctorates earned by Blacks are in the field of education. In 1985, Blacks earned 503 doctorates in Education, 205 in the Social and Behavioral Sciences, 75 in the Humanities, 34 in engineering, 23 in chemistry, 18 in the life sciences, 7 in mathematics, 4 in physics and only 3 in computer science. Only if we are able to bring far larger numbers of Blacks into our system of higher education will Blacks and other minority groups, including Hispanics, be able to play their critical role in a vigorous and synergistic American economy in the 21st century.

Mr. Chairman and members of the panel, the record of performance of the HBCUs show that we could, and will play, an even more effective role in educating the under-prepared inner city and rural black youth if we can get even modest increases in the funding we receive from the Federal government and in the case of publically supported HBCUs, from state governments as well. The President and Congress can also catalyze more business and industry support of the HBCUs through appropriate legislation. For example, legislation should allow government contractors to consider funds spent on business-HBCU research and education partnerships as allowable expenses or as depreciation allowances because they increase the value of an asset, the workforce.

Since other witnesses will probably make recommendations on issues such as student financial aid, basic educational support grants for library improvements, endowment building for the HBCUs, and renovation and construction of student housing and academic buildings, I would like to focus my recommendations on the following issues:

- HBCU-Public School Partnerships;
- Increasing the number of blacks who obtain bachelor's, master's and Ph.D. degrees in the natural and social sciences and engineering;
- HBCU-Industry Linkages, especially partnerships with small or minority businesses in high-technology fields.

The experience of the HBCUs in nurturing students from a wide spectrum of socio-economic backgrounds and academic preparation make them uniquely qualified to work effectively with both rural and urban school districts. Congress should enact legislation and appropriate the necessary funds and direct the United States Department of Education, the National Science Foundation, and in some cases, the United States Department of Health and Human Services to provide grants for HBCU- Public School partnerships that encompass the following:

- Schools of Education and Social Work working with appropriate public and private agencies in pre-kindergarten programs such as Head Start;

- In-service and pre-service teacher education programs that emphasize content without sacrificing certification requirements;

- HBCU undergraduate students tutoring and serving as role models for middle school and high-school students. For example the College Work-Study Program could be amended to allow undergraduate and graduate students to tutor in after-school programs;

- Saturday Academy programs for science and mathematics, foreign languages, and reading and composition skills;

- Parental Involvement through Informal Educational Programs through Television and Radio and Public Forums;

- Summer Institutes for High School Students, Teachers, and Counselors;

- Pre-Freshman Bridge Programs.

Mr. Chairman and members of the panel, the issue of the projected severe shortages in technical manpower is undoubtedly the most critical facing our nation in the global competitive marketplace. If we allow the technical manpower gap to widen and the adverse trends to persist, our very economic survival will be in jeopardy.

The Task Force on Women, Minorities, and the Handicapped stated in its interim report that by the year 2000, 85 percent of new entrants to the Nation's workforce will be minorities and women; yet, these are the groups that have traditionally been underrepresented in the science and engineering professions. With the impending retirement of post World War Two babies, we are in grave danger unless we act now!! Alongside the war on drugs launched by the Congress and the President, we need a similar mobilization on technical illiteracy. The HBCUs, with their record of achievement in working with minority groups, stand ready to assume a leadership role in this war. Congress should appropriate the necessary funds and direct all federal agencies to develop and support science and engineering education programs at all levels of the education pipeline:

- Pre-College
- Undergraduate
- Graduate and Post-Graduate

Congress and the President, through appropriate legislation, should catalyze and encourage business and industry to increase their funding of the HBCUs for science and engineering research and education. For example, Congress may want to amend Section 1207 of Public Law 99-661, the DOD Minority 5% Goal legislation, to allow government contractors to treat additional grants made beyond the FY 1989 base levels for faculty development, capital improvements, and student fellowships and research assistantships at the HBCUs as allowable expenses.

I will end my remarks by making a recommendation on the issue of technology transfer and the role of the HBCUs in Government-Industry-University Linkages; specifically, on one aspect of this linkage, Small/Minority Technically-oriented Business-Minority Institutions Alliances for Technology Development. Later this afternoon, Senator Wyche Fowler is sponsoring a meeting to explore possible linkages between small technically-oriented firms and the HBCUs for participation in the Small Business Innovation Research (SBIR) program of the National Science Foundation. It is now recognized in many of our states and regions that linkages between industry and universities are keys to economic vitality and competitiveness in the high technology industry. This potential is however unrealized in minority communities. Congress and the Executive Branch should streamline or amend legislation such as for the SBIR, MBDA, the SBA, and the DOD Minority 5% Goal to stimulate the coupling of the management, the innovative, and the marketing skills of small businesses with the basic R&D science and engineering capabilities of the HBCUs. Such alliances would result in:

- diversified, long-term financial strength of the HBCUs;
- cost-effective small business growth and expansion;
- more efficient training of students in technical disciplines;
- applications-oriented basic R&D at the HBCUs;
- job-creation in the minority communities;

- strengthening of minority businesses for expanded participation in the defense and civilian high technology business development.

TESTIMONY OF DR. THOMAS W. COLE, JR.
PRESIDENT OF CLARK ATLANTA UNIVERSITY

BEFORE THE SENATE BUDGET COMMITTEE TASK FORCE ON EDUCATION
on behalf of

THE UNITED NEGRO COLLEGE FUND, INC.

November 13, 1989

SENATOR FOWLER, MEMBERS OF THE SENATE BUDGET COMMITTEE TASK FORCE ON EDUCATION, I AM THOMAS W. COLE, JR., PRESIDENT OF CLARK ATLANTA UNIVERSITY, A MEMBER INSTITUTION OF THE UNITED NEGRO COLLEGE FUND. I APPEAR BEFORE YOU TODAY ON BEHALF OF THE 41 MEMBER COLLEGES OF UNCF, MY PRESIDENTIAL COLLEAGUES, AND OUR 45,000 STUDENTS, MANY OF WHOM ARE LOW INCOME BLACK AMERICANS.

THE UNITED NEGRO COLLEGE FUND IS PRIMARILY A FUNDRAISING ORGANIZATION, WHICH SUPPORTS 41 PRIVATE, HISTORICALLY BLACK BACCALAUREATE DEGREE GRANTING INSTITUTIONS THAT PROVIDE A HIGH QUALITY EDUCATION TO STUDENTS FROM ALL 50 STATES AND 62 FOREIGN COUNTRIES. FUNDS CONTRIBUTED TO UNCF HELP PROVIDE SUPPORT FOR EACH COLLEGE'S DAY-TO-DAY OPERATIONS, FACULTY AND STAFF SALARIES, STUDENT SCHOLARSHIPS, AND CLASSROOM AND LABORATORY EQUIPMENT. DESPITE OUR BEST EFFORTS -- WE CANNOT ALWAYS FULFILL THE FINANCIAL NEED OF ALL STUDENTS WHO HAVE THE ACADEMIC POTENTIAL AND THE PERSONAL DESIRE TO PURSUE A COLLEGE EDUCATION. MOST OF OUR

STUDENTS ARE VERY DEPENDENT ON FEDERAL STUDENT ASSISTANCE AND OUR COLLEGES ARE MAJOR PARTICIPANTS IN THE TITLE III PROGRAM UNDER THE HIGHER EDUCATION ACT. WHILE MOST OF THE UNCF MEMBER INSTITUTIONS ARE UNDERGRADUATE, LIBERAL ARTS COLLEGES, SOME LIKE CLARK ATLANTA AND FISK UNIVERSITY, TUSKEGEE AND XAVIER UNIVERSITY, DO OFFER GRADUATE PROGRAMS LEADING TO MASTERS OR TERMINAL DEGREES. BECAUSE OF THIS FACT AND BECAUSE WE ARE COMMITTED TO OUR "PIPELINE" FUNCTION IN THE EDUCATION AND DEVELOPMENT OF STUDENTS FOR GRADUATE AND PROFESSIONAL SCHOOL EDUCATION -- WE ARE ALSO CONCERNED ABOUT THE TITLE IX, GRADUATE PROGRAMS AND OTHER GRADUATE FELLOWSHIP PROGRAMS THROUGHOUT THE FEDERAL GOVERNMENT.

I AM PLEASED TO JOIN MY COLLEAGUES TODAY IN CALLING TO THIS COMMITTEE'S ATTENTION, AND ESPECIALLY TO SPEAK CANDIDLY WITH YOU SENATOR FOWLER, ABOUT THE PROFOUND FACILITIES NEEDS, THE GRADUATE FELLOWSHIP AND UNDERGRADUATE FINANCIAL AID REQUIREMENTS OF OUR STUDENTS, AND THE EXTRAORDINARILY CRITICAL NATURE OF THE DECISIONS FACING THE CONGRESS IN THE UPCOMING REAUTHORIZATION OF THE HIGHER EDUCATION ACT. DESPITE BUDGETARY PRESSURES, I URGE YOU TO CONTINUE AND TO EXPAND FUNDING FOR THE PATRICIA ROBERTS HARRIS FELLOWSHIP PROGRAM; TO INCREASE FUNDING FOR THE MINORITY PARTICIPATION IN GRADUATE EDUCATION PROGRAM (IN TITLE IX) AND FOR THE RONALD C. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM (UNDER TRIO); AND TO FIND NEW WAYS TO ENCOURAGE MINORITY PARTICIPATION IN GRADUATE EDUCATION AND TO FUND PROGRAMS TO FULLY ACHIEVE THE NATION'S EQUAL OPPORTUNITY GOAL IN GRADUATE EDUCATION. WE, OF COURSE, STRONGLY

SUPPORT INCREASED FUNDING AND "ENTITLEMENT" STATUS FOR THE PELL GRANT PROGRAM, AS WELL AS INCREASES IN THE SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG) PROGRAM.

WE ARE VERY PLEASED THAT CONGRESS HAS DECIDED TO PROVIDE $20 MILLION TO FUND THE ACADEMIC RESEARCH FACILITIES MODERNIZATION ACT IN FY 1990. APPROXIMATELY $2.5 MILLION WILL BE AVAILABLE TO HBCUs UNDER THE ACT'S SETASIDE PROVISION. AS YOU KNOW, SENATOR FOWLER, THIS NEW PROGRAM -- WHICH WILL PROVIDE FUNDING FOR THE ENHANCEMENT OF ACADEMIC AND RESEARCH FACILITIES AT SMALLER, LIBERAL ARTS COLLEGES LIKE SPELMAN, MOREHOUSE AND MORRIS BROWN, AS WELL AS COMPREHENSIVE INSTITUTIONS LIKE CLARK ATLANTA UNIVERSITY -- WAS ENACTED IN 1988 AS PART OF THE REAUTHORIZATION OF THE NATIONAL SCIENCE FOUNDATION (NSF).

CONGRESS' ACTION MARKED THE FIRST TIME THAT NSF FUNDING HAS BEEN SPECIFICALLY DIRECTED TO IMPROVE THE SCIENCE EDUCATION FACILITIES AT COMPREHENSIVE AND LIBERAL ARTS INSTITUTIONS. IF WE ARE TO DRAMATICALLY INCREASE THE NUMBERS OF AMERICANS -- ESPECIALLY BLACK AND OTHER MINORITY-GROUP AMERICANS -- IN MATHEMATICS, THE PHYSICAL OR NATURAL SCIENCES AND ENGINEERING, WE MUST EXPAND THE EDUCATIONAL PIPELINE THAT SUPPLIES US WITH OUR SCIENTISTS, MATHEMATICIANS AND ENGINEERS. THAT PIPELINE, LADIES AND GENTLEMEN, IS AT SOUTHERN UNIVERSITY AND SAVANNAH STATE, AS WELL AS AT TUSKEGEE UNIVERSITY AND TOUGALOO COLLEGE.

ALTHOUGH THIS COMMITTEE DOES NOT OFTEN HEAR THE PLEADINGS OF THE HIGHER EDUCATION COMMUNITY FOR MORE MONEY FOR EVERYTHING FROM RESEARCH FACILITIES TO STUDENT AID, IF I CAN IMPRESS UPON YOU JUST ONE THING TODAY -- IT WOULD BE THE CRITICAL IMPORTANCE OF REALIZING THAT EDUCATION DESERVES MORE RESOURCES AND LESS RHETORIC. THE NATION'S FUTURE RESTS ON OUR ABILITY TO PROVIDE PRE-SCHOOL EDUCATION TO THOSE TOO YOUNG TO CARE FOR THEMSELVES; TO PROVIDE A SOUND FOUNDATION IN READING, WRITING AND COMPUTATION AND IN THE ANALYTICAL SKILLS FOR THOSE TOO IMMATURE TO CHOOSE BETWEEN PHYSICS AND PHOTOGRAPHY; AND TO ENSURE THAT EVERY HIGH SCHOOL GRADUATE HAS ACCESS TO SOME FORM OF POSTSECONDARY EDUCATION.

WHILE I RECOGNIZE THE IMPORTANCE OF ACADEMIC PREPARATION IN SIGNIFICANTLY INCREASING MINORITY ACCESS TO ALL LEVELS OF HIGHER EDUCATION, BLACK COLLEGES AND UNIVERSITIES HAVE A UNIQUE ROLE TO PLAY AND WE ARE PREPARED TO CONTINUE OUR HISTORIC PARTNERSHIP WITH THE FEDERAL GOVERNMENT IN FACILITATING THE EDUCATION OF MINORITY YOUTH AND ADULTS.

WE BELIEVE THOSE WHO DESIRE TO ATTEND COLLEGE AND WHO HAVE THE ACADEMIC POTENTIAL AND ABILITY TO SUCCEED -- SHOULD BE PROVIDED WITH SUFFICIENT FINANCIAL SUPPORT TO ELIMINATE COST AS A BARRIER TO ACCESS. IN THE WORDS OF THE UNITED NEGRO COLLEGE FUND'S FAMOUS SLOGAN "A MIND IS A TERRIBLE THING TO WASTE."

I WOULD LIKE TO DISCUSS BRIEFLY SEVERAL ISSUES THAT BEAR DIRECTLY ON MINORITY ACCESS TO GRADUATE EDUCATION AND ON INCREASING THE NUMBERS OF MINORITIES ENTERING AND COMPLETING COLLEGE.

THE NEED TO IMPROVE ACADEMIC/RESEARCH FACILITIES AT BLACK COLLEGES

WHILE SOME ON THIS COMMITTEE MAY BE FAMILIAR WITH ACADEMIC FACILITIES DATA, AND MIGHT NOT WANT TO BE BORED BY A FURTHER RECITATION OF THE PROBLEM, I WANT TO TAKE A FEW MINUTES TO CAST A DIFFERENT LIGHT -- ONE VIEWED FROM THE MINORITY AND UNCF PERSPECTIVE -- ON THIS PROBLEM. THAT PERSPECTIVE IS USEFUL BECAUSE BLACK COLLEGES AND UNIVERSITIES ARE INEXTRICABLY TIED TO THE NATION'S NEED TO DEVELOP SCIENTISTS, MATHEMATICIANS AND ENGINEERS WHO ARE BOTH WELL-TRAINED AND BLACK.

AS I MENTIONED EARLIER, WE MUST LOOK AT THE 'EDUCATIONAL PIPELINE' IF WE ARE TO DESIGN AND IMPLEMENT A STRATEGY WHICH BOTH RESTORES AMERICAN SUPERIORITY IN THE SCIENCES AND MATHEMATICS, AND PROVIDES FOR REASONABLE OPPORTUNITIES FOR MINORITIES AND WOMEN TO BE PRESENT IN THIS CRITICAL WORKFORCE. THE WHITE MALE STILL REMAINS OVER REPRESENTED IN OUR ABYSMALLY SMALL AMERICAN SCIENCE AND EDUCATION WORKFORCE -- CONSTITUTING 88 PERCENT OF ALL EMPLOYMENT IN THE FIELD (IF WHITE WOMEN ARE INCLUDED), WHILE WHITES REPRESENT ONLY 75 PERCENT OF THE NATIONAL POPULATION. CONVERSELY, IF ASIAN AMERICANS ARE EXCLUDED (SINCE THEY REPRESENT 6 PERCENT OF THE EMPLOYMENT AND 2 PERCENT OF THE POPULATION), THE COMBINED PARTICIPATION OF BLACK

AMERICANS, HISPANIC AMERICANS AND NATIVE AMERICANS WAS LESS THAT 5 PERCENT IN 1986, EVEN THOUGH THEY FORM MORE THAN 20 PERCENT OF THE AMERICAN POPULATION.

THIS UNACCEPTABLY LOW NUMBER OF MINORITIES IN THE WORKFORCE IS REPEATED WHEN ONE LOOKS CAREFULLY AT THE PIPELINE -- WHICH REPRESENTS A SERIES OF CRITICAL EDUCATIONAL HURDLES IN GRADE SCHOOL, IN HIGH SCHOOL, IN BACCALAUREATE DEGREE WORK LEADING TO TERMINAL DEGREES IN THE FIELD -- FROM WHICH THE WORKFORCE EMPLOYS ITS PEOPLE. OF THE 2,000 FOUR-YEAR COLLEGES AND ADVANCED DEGREE GRANTING INSTITUTIONS ABOUT 1,400 ARE SCIENCE AND ENGINEERING GRANTING COLLEGES AND UNIVERSITIES. THIS CROSS-SECTION OF COLLEGES AND UNIVERSITIES RUN THE GAMUT FROM LIBERAL ARTS TO COMPREHENSIVE UNIVERSITY.

SOME DEMOGRAPHICS ABOUT THE UNIVERSE MIGHT BE HELPFUL HERE:

* IN 1982, 87 PERCENT OF THE B.S. DEGREES WERE AWARDED BY THE TOP 500 SCHOOLS.
* IN 1984, 88 PERCENT OF ALL OF THE Ph.D RECIPIENTS BETWEEN 1981-84 RECEIVED THEIR UNDERGRADUATE DEGREES AT THE SAME 500 INSTITUTIONS.

RATHER THAN BEING PART OF THE SOLUTION TO PRODUCING MORE Ph.Ds, CLOSER EXAMINATION REVEALS THAT THE TOP TIER INSTITUTIONS ARE PART OF THE PROBLEM! THE NATIONAL SCIENCE FOUNDATION'S CONCENTRATION OF THE NATION'S NATIONAL SCIENCE TAX DOLLARS AT A FEW INSTITUTIONS LIMITS THE CAPACITY OF OTHERS TO DEVELOP STUDENTS WHO CAN FEED INTO AN ALMOST ARID PIPELINE.

BLACK AMERICAN STUDENTS, FOR EXAMPLE, ARE CONCENTRATED IN THE NATION'S FOUR-YEAR PUBLIC AND PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND FOUR-YEAR, URBAN PUBLIC INSTITUTIONS; WHILE HISPANICS ARE FOUND IN LARGE NUMBERS AT COMPREHENSIVE FOUR-YEAR PUBLIC INSTITUTIONS IN A FEW STATES IN THE SOUTHWEST, WEST PLUS COLORADO, ILLINOIS AND NEW YORK. GROWING NUMBERS OF BLACK AND HISPANICS ARE ENROLLED IN COMMUNITY COLLEGES, BUT NEVER GRADUATE NOR GO ON TO COMPLETE THE BACCALAUREATE DEGREE.

THE NATIONAL SCIENCE FOUNDATION'S OWN DATA OUTLINES THE PROBLEM QUITE VIVIDLY -- AMONG WHITE AMERICANS (61 PERCENT) WHO RECEIVED A DOCTORATE IN SCIENCE OR ENGINEERING, THEY ARE 50 PERCENT MORE LIKELY TO HAVE RECEIVED THEIR FIRST DEGREE AT A RESEARCH UNIVERSITY OR OTHER DOCTORATE DEGREE GRANTING INSTITUTION THAN BLACK AMERICANS (40 PERCENT) OR HISPANIC AMERICANS (41 PERCENT).

AMONG BLACKS AND HISPANICS, THEIR DEGREES WERE EARNED AT COMPREHENSIVE INSTITUTIONS, WHILE ASIAN AMERICANS RECEIVED THEIR DEGREES AT A RESEARCH INSTITUTION (23 PERCENT) OR AT AN INSTITUTION NOT LOCATED IN THE UNITED STATES OR AFFILIATED WITH A U.S. COLLEGE OR UNIVERSITY (57 PERCENT). I FIND THE FOLLOWING STATISTICS COMPELLING:

- IN 1985, ABOUT 5 PERCENT OF THE BACCALAUREATE DEGREES IN SCIENCE AND ENGINEERING WERE EARNED BY BLACK AMERICANS, WHILE HISPANIC AMERICANS EARNED 2 PERCENT AND NATIVE AMERICANS EARNED 0.4 PERCENT.

- IN 1985, BLACKS EARNED 2.6 PERCENT OF THE B.S. DEGREES, 1.4 PERCENT OF THE M.S. DEGREES AND 0.9 PERCENT OF THE Ph.D. DEGREES; WHILE THE COMPARABLE FIGURES FOR HISPANICS WERE 2.5 PERCENT (B.S.DEGREES), 1.7 PERCENT (FOR M.S. DEGREES) AND 1.0 PERCENT (FOR Ph.D. DEGREES; AND FOR NATIVE AMERICANS 0.2 PERCENT (FOR B.S. DEGREES), 0.1 PERCENT FOR M.S. DEGREES, AND 0.1 PERCENT FOR THE Ph.D. DEGREE.

- IN 1986, ASTONISHINGLY, ONLY SIX BLACK AMERICANS EARNED THE Ph.D. IN MATHEMATICS!

THE LESSON HERE IS CRYSTAL CLEAR -- IF THE NATION IS SERIOUS ABOUT BOTH RECLAIMING ITS RIGHTFUL PLACE IN THE INTERNATIONAL MARKETPLACE AND REMAINING COMPETITIVE EDUCATIONALLY, TECHNOLOGICALLY, AND ECONOMICALLY, AS WELL AS UNFULFILLING ITS EQUAL OPPORTUNITY COMMITMENT TO BLACK AMERICANS (AND OTHER MINORITIES) AND WOMEN OF ALL RACES -- WE WILL HAVE TO PUT OUR MONEY WHERE THE RESOURCES WILL SOLVE THE PROBLEM.

THERE IS ONE OTHER PHENOMENON THAT DESERVES MENTION. I DO SO TO PRESENT A CLEAR PICTURE OF THE CHOICE WE FACE, NOT TO JOIN THE SWELLING HOARD OF JAPAN OR CHINA BASHERS. WHILE THE EVIDENCE I HAVE PRESENTED DEMONSTRATES THAT SIGNIFICANT NUMBERS OF MINORITY GROUP AMERICANS ARE NOT ENROLLED AS UNDERGRADUATES OR GRADUATE STUDENTS AT THE TOP 500 INSTITUTIONS WHERE NSF SPENDS THE BULK OF ITS FUNDING, THE 'TOP TIER' INSTITUTIONS AND THEIR PHYSICAL SCIENCE, MATHEMATICS AND ENGINEERING DEGREE GRADUATES ARE INCREASINGLY POPULATED BY FOREIGN NATIONALS. BETWEEN 1960 AND 1984, THE PERCENTAGE OF FOREIGN NATIONALS RECEIVING THE Ph.D. AT

THE "TOP TIER" INSTITUTIONS DOUBLED -- IN PHYSICAL SCIENCE (9 TO 24.2 PERCENT), IN MATHEMATICS (TO 39 PERCENT), AND MORE THAN DOUBLED IN ENGINEERING (TO 55.4 PERCENT).

WE, AT UNCF, BELIEVE IT IS TIME TO SPREAD THE WEALTH TO A CATEGORY OF INSTITUTIONS THAT CONGRESS ORIGINALLY INTENDED TO ASSIST IN THE DEVELOPMENT OF AMERICA'S NEXT GENERATION OF SCIENTISTS, MATHEMATICIANS AND ENGINEERS. IT IS CLEAR THAT UNLESS HISTORICALLY BLACK COLLEGES, COMPREHENSIVE INSTITUTIONS, AND SMALLER, LIBERAL ARTS COLLEGES ARE ENGAGED IN THE EFFORT -- THE NATION'S FUTURE MAY BE SACRIFICED ON THE ALTER OF ELITISM.

BLACK COLLEGES CAN HELP

IN ADDITION TO UNCF MEMBER INSTITUTIONS, THERE ARE 40 OR SO ODD FOUR YEAR, BACCALAUREATE DEGREE GRANTING INSTITUTIONS WHICH ARE HISTORICALLY BLACK, PLUS APPROXIMATELY 20 OTHER FOUR-YEAR AND COMPREHENSIVE INSTITUTIONS WITH SIGNIFICANT MINORITY ENROLLMENTS. THEY ARE CRITICAL TO EXPANDING THE NUMBER OF MINORITIES IN THE SCIENCE, ENGINEERING AND MATHEMATICS PIPELINE AND THEIR PROFESSIONAL RANKS. THE HBCU AND MINORITY SETASIDE IN P.L. 100-570 WAS ADOPTED IN ORDER TO FACILITATE THE PARTICIPATION OF THESE INSTITUTIONS. WE WILL NEED MORE THAN THE $20,000 APPROPRIATED FOR THE NEXT ACADEMIC YEAR, AND BLACK COLLEGES CAN UTILIZE MORE THAN THE $2.5 MILLION SETASIDE FOR THEM, IF WE ARE TO MAKE SIGNIFICANT HEADWAY IN PRODUCING MORE BLACK SCIENTISTS, MATHEMATICIANS AND

ENGINEERS.

AT UNCF INSTITUTIONS, A TOTAL OF 4,968 STUDENTS EARNED BACHELORS DEGREES IN 1986-87, WHILE 501 MASTER DEGREES, 86 PROFESSIONAL DEGREES AND 63 DOCTORATES WERE AWARDED. APPROXIMATELY 6 PERCENT OF THE DEGREES AWARDED AT UNCF INSTITUTIONS WERE IN BIOLOGY, 3.9 PERCENT IN THE PHYSICAL SCIENCES, WHILE 1,241 ARE CURRENTLY PARTICIPATING IN DUAL DEGREE ENGINEERING PROGRAMS AT 26 MEMBER SCHOOLS. OF THIS TOTAL, 1,126 WERE ENROLLED AS UNDERGRADUATES, WHILE 115 WERE ENROLLED AS FULL-TIME STUDENTS AT 33 COOPERATING ENGINEERING SCHOOLS.

BUT WE CAN NOT BE EXPECTED TO WORK MIRACLES WITHOUT MONEY. THE PROBLEM OF RESOURCES IS PARTICULARLY ACUTE AT SMALL, PRIVATE BLACK COLLEGES. WE DO NOT ATTRACT LARGE RESEARCH GRANTS, OUR ENDOWMENTS ARE MODEST, AND OUR ALUMNI OFTEN POSTPONE GIVING UNTIL THEY HAVE ACQUIRED THEIR SECOND JOB AND A FAMILY.

A RECENT REPORT BY THE OFFICE OF TECHNOLOGY ASSESSMENT STATES: "EXPERIENCING RESEARCH AS AN UNDERGRADUATE IS ONE OF THE MOST EFFECTIVE MEANS OF LURING STUDENTS TO A CAREER IN SCIENCE." BUT WITHOUT STATE OF THE ART, IT BECOMES INCREASINGLY IMPOSSIBLE TO PROVIDE POTENTIAL SCIENTISTS AND ENGINEERS WITH THE KIND OF HIGH QUALITY, POSITIVE WORK AND ACADEMIC EXPERIENCE THAT WILL QUALIFY THEM FOR ADMISSION TO ONE OF THE 'TOP TIER' INSTITUTIONS AND THE BEST JOB IN THE FIELD.

WE CAN AND WILL DO MORE. MORE PELL GRANTS AND SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT FUNDS WOULD HELP, BUT SO WOULD A COMMITMENT FROM THE FEDERAL GOVERNMENT THAT IT INTENDS TO FULFILL ITS RESPONSIBILITY AND FULLY FUND THE ACADEMIC RESEARCH FACILITIES MODERNIZATION ACT. WE THINK $75 MILLION IS THE MINIMUM THAT SHOULD BE APPROPRIATED IN FY 1991.

FEDERAL STUDENT AID AND MINORITY ACCESS

THE FEDERAL STUDENT AID PROGRAMS, PARTICULARLY PELL GRANTS, SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS, AND THE PERKINS (NDSL) AND STAFFORDS (GSL) STUDENT LOAN PROGRAMS HAVE PLAYED CRUCIAL ROLES IN OPENING UP OPPORTUNITY FOR LOW INCOME, BLACK STUDENTS WHO SEEK TO ENTER COLLEGE. TWO SERIOUS CONCERNS NOW IMPINGE ON THE EFFECTIVENESS OF THESE PROGRAMS IN IMPLEMENTING THE TWIN GOALS OF "ACCESS" AND "CHOICE" THAT HAVE FOR MANY DECADES CHARACTERIZED THE FEDERAL GOVERNMENT'S EQUAL OPPORTUNITY MISSION IN HIGHER EDUCATION -- A MISSION THAT HAS BEEN WARMLY ADOPTED AND ENTHUSIASTICALLY SUPPORTED BY UNCF MEMBER INSTITUTIONS.

RISING COLLEGE COSTS AND A STARK SHIFT IN THE PROPORTION OF AID AWARDED TO ELIGIBLE STUDENTS FROM GRANT AID TO LOAN AID JEOPARDIZES OUR COMMITMENT TO EQUAL OPPORTUNITY AND TO ACCESS FOR LOW INCOME STUDENTS TO A COLLEGE EDUCATION. THE COLLEGE BOARD RECENTLY ANNOUNCED AN INCREASE IN COLLEGE COSTS, FOR THE NINTH STRAIGHT YEAR

OUTPACING INFLATION, RAISING THE PRICE TAG ON A BACCALAUREATE DEGREE TO $85,000 AT THE NATION'S MOST EXPENSIVE INSTITUTIONS. THE AVERAGE COST FOR A FOUR-YEAR PUBLIC INSTITUTION IS $4,597 FOR TUITION, ROOM AND BOARD AND MANDATORY FEES; WHILE COSTS AT INDEPENDENT INSTITUTIONS WILL BE $10,778, ACCORDING TO THE BOARD. BY COMPARISON, UNCF INSTITUTIONS AVERAGED $6,532 IN 1987-88 AND ARE ONLY SLIGHTLY HIGHER THIS YEAR.

THE SHIFT IN THE FORM OF FEDERAL AID PROVIDED TO NEEDY STUDENTS IS DEPRESSING TO THOSE OF US WHOSE INSTITUTIONS SERVE LOW AND MIDDLE INCOME STUDENTS AND WANT TO AVOID PLACING THEM DEEPLY IN DEBT AS THEY ACQUIRE THE MEANS TO BETTER THEMSELVES. THE GRANTS TO LOANS TREND IS DISTURBING. FROM 1970-71 TO 1975-76, GRANT AID INCREASED FROM 66 PERCENT TO 80 PERCENT OF THE TOTAL AID AWARDED, WHILE LOANS DECLINED FROM 29 PERCENT TO 17 PERCENT. IN THE MID-1970s THAT TREND REVERSED ITSELF. BY 1975-76, GRANT AID HAD PEAKED AT 80 PERCENT OF ALL AID AWARDED AND HAS SINCE DECLINED TO 48.5 PERCENT IN 1988-89, WHILE LOANS CONSTITUTE ABOUT 49 PERCENT OF THE TOTAL. THE REMAINING 2.6 PERCENT IS COLLEGE WORK-STUDY.

A SIGNIFICANT PART OF THE REASON FOR THE SHIFT IS BUDGETARY. THE PRESIDENT AND THE CONGRESS -- RATHER THAN ESTABLISHING EDUCATION FUNDING AS A FIRST PRIORITY -- TREAT EDUCATION AS A SECOND-CLASS CITIZEN. ON AT LEAST 19 OCCASIONS IN THE PAST DECADE, CONGRESS HAS PASSED AND THE PRESIDENT HAS SIGNED LEGISLATION WHICH REDUCED PELL GRANT FUNDING THAT WAS AUTHORIZED BY LAW OR CHANGED THE GUARANTEED

STUDENT LOAN PROGRAM IN A WAY THAT ULTIMATELY REDUCED ACCESS FOR LOW AND MIDDLE INCOME STUDENTS.

THE UPCOMING REAUTHORIZATION PRESENTS ANOTHER CHANCE TO LOOK CAREFULLY AT THE VARIETY OF PROGRAMS AND FOCUS OUR ATTENTION ON THE REAL NEEDS OF THE NATION. THE PIECEMEAL APPROACH TO FEDERAL POLICY-MAKING IN HIGHER EDUCATION HAS NOT WORKED WELL. UNCF URGES THE PRESIDENT, THE SECRETARY AND THE CONGRESS TO FACE UP TO THE REAL ISSUES OF FULFILLING OUR EQUAL OPPORTUNITY GOAL. WE RECOMMEND THREE BASIC STEPS BE TAKEN: (1) MAKE THE PELL GRANT PROGRAM A REAL ENTITLEMENT SO THAT LOW INCOME STUDENTS AND THEIR PARENTS CAN COUNT ON THE FUNDS BEING THERE TO SUPPORT COLLEGE COSTS; (2) PROVIDE A FINANCIAL REWARD, THROUGH A SEPARATE AUTHORIZATION IN TITLE IV, FOR THOSE INSTITUTIONS WHICH HOLD DOWN COSTS AND ENROLL SIGNIFICANT NUMBERS OF LOW INCOME STUDENTS (WHO RECEIVE PELL GRANTS OR SEOGs); AND (3) LIMIT THE TOTAL AMOUNT OF BORROWING THAT A STUDENT MAY ACCUMULATE IN THE PERKINS, STAFFORD, AND SUPPLEMENTAL LOAN PROGRAMS TO $3,000 ANNUALLY FOR LOW INCOME STUDENTS.

WE BELIEVE THESE RECOMMENDATIONS WILL INCREASE ACCESS FOR BLACK AND OTHER LOW INCOME STUDENTS, HELP HOLD DOWN COLLEGE COSTS, REDUCE STUDENT LOAN DEFAULTS, AND ENHANCE THE LIKELIHOOD OF BLACK STUDENTS GOING ON TO GRADUATE AND PROFESSIONAL SCHOOLS.

GRADUATION EDUCATION

THE GRADUATE PROGRAMS, ESPECIALLY THE PATRICIA ROBERTS HARRIS FELLOWSHIP PROGRAM AND THE RONALD C. McNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM (IN TITLE IV), ARE OF CRITICAL IMPORTANCE IF WE ARE TO EXPAND THE NUMBER OF BLACKS AND OTHER MINORITIES OBTAINING TERMINAL DEGREES AND ENTERING THE PROFESSIONS. PROVIDING TOP QUALITY BLACK FACULTY AT HBCUs AND MAJORITY INSTITUTIONS DEPENDS ON OUR ABILITY TO OPEN UP OPPORTUNITIES FOR MINORITIES TO ENTER GRADUATE SCHOOL.

THERE HAS BEEN INCREASED INTEREST, AMONG SOME HIGHER EDUCATION GROUPS IN WASHINGTON, IN ELIMINATING FINANCIAL "NEED" AS A REQUIREMENT FOR RECEIPT OF GRADUATE FELLOWSHIPS, SUCH AS THE HARRIS AND JAVITS FELLOWSHIPS, UNDER TITLE IX OF THE HIGH EDUCATION ACT. WE STRONGLY DISAGREE WITH THAT APPROACH. IN PART, THIS NOTION SUGGESTS THAT "NEED" AND "MERIT" ARE SOMEHOW DISCONNECTED. IN MY VIEW, THE FEDERAL ROLE SHOULD BE TO INTERCEDE -- AT THE POINT WHERE LOWER INCOME, ACADEMICALLY ABLE STUDENTS ENCOUNTER FINANCIAL BARRIERS TO OBTAINING A GRADUATE DEGREE -- TO BRIDGE THE FUNDING GAP. "MERIT" SHOULD NEVER ENTER INTO THE DECISION TO AWARD A JAVITS OR HARRIS FELLOWSHIP BECAUSE JUDGING MERIT OR ACADEMIC ABILITY IS AN INSTITUTIONAL DECISION -- MADE AT THE TIME OF ADMISSION.

UNCF WOULD LIKE TO OFFER SEVERAL OTHER SUGGESTIONS: (1) THE NEED-BASED FOCUS OF GRADUATE FELLOWSHIPS SHOULD BE RETAINED, BUT SIMPLIFIED SO THAT AWARDS CAN BE MADE AT THE INSTITUTIONAL LEVEL WITHOUT STRICT ADHERENCE TO THE CONGRESSIONAL METHODOLOGY; (2) AUTHORIZE THE USE OF A STUDENT'S FIFTH YEAR OF PELL GRANT ELIGIBILITY FOR THE FIRST YEAR OF GRADUATE STUDY OR ESTABLISH A NEED-BASED INSTITUTIONAL GRANT, SIMILAR TO SEOG, FOR THE FIRST TWO YEARS OF GRADUATE STUDY; AND (3) INCREASE THE MAXIMUM AWARD IN THE HARRIS FELLOWSHIP PROGRAM TO $14,000, WHILE PROVIDING SUFFICIENT APPROPRIATIONS TO RESTORE THE FY 1986 AWARDS LEVEL AT 1,400 RECIPIENTS.

THE FEDERAL BUDGET AND POLICY MAKING

MORE THAN ANYONE ELSE, BLACK COLLEGE PRESIDENTS UNDERSTAND HOW TO DO MORE WITH LESS. BALANCING A BUDGET IS THE FIRST ORDER OF BUSINESS AT MY INSTITUTION AND OTHERS LIKE IT. WE DO UNDERSTAND THE FACT THAT OUR COUNTRY IS FACING A SEVERE BUDGET DEFICIT IN THE $150 BILLION DOLLAR RANGE. BEFORE ONE CHILD ENTERS HEAD START, ONE COLLEGE STUDENT RECEIVES A PELL GRANT, AND ONE GRADUATE STUDENT IS AWARDED A HARRIS FELLOWSHIP -- THE NATION MUST PAY A $157 BILLION DEMAND NOTE IN INTEREST EACH YEAR ON THE FEDERAL DEBT. JUST LAST WEEK, THE CONGRESS INCREASED OUR CAPACITY TO BORROW BY RAISING THE DEBT CEILING TO AN ASTOUNDING $3.123 TRILLION! THE IMPACT THAT THE BUDGET DEFICIT HAS ON DECISION-MAKING IN WASHINGTON CANNOT BE MEASURED. IN UNCF'S VIEW, NEITHER CAN THE NEGATIVE IMPACT OF NOT

STARTING NOW TO REDRESS THE STATUS OF OUR FAILURE TO EDUCATE AND TRAIN BLACK AMERICANS, ESPECIALLY IN THE SCIENCES AND IN MATHEMATICS.

WE ARE CONSTANTLY CONFRONTED WITH COST AS AN ISSUE IN OUR DEBATES ABOUT HOW TO EDUCATE THE HUMAN RESOURCES AMERICA WILL NEED FOR THE 21ST CENTURY. QUITE CANDIDLY, THE CONGRESS HAS FAILED TO DEBATE THE REAL ISSUE OF WHAT PRIORITY -- IN THE FEDERAL BUDGET -- SHOULD BE ASSIGNED TO ASSURING THAT EVERY AMERICAN CHILD RECEIVES A QUALITY ELEMENTARY AND SECONDARY EDUCATION. THE PRESIDENT IS EQUALLY AT FAULT -- BY PROVIDING MORE PROMISES ABOUT BEING THE "EDUCATION" PRESIDENT," THAN POLICIES THAT WILL MAKE HIS RHETORIC A REALITY FOR BLACK YOUNGSTERS IN URBAN ATLANTA AND RURAL WAYCROSS, GEORGIA.

THE NATION'S GOAL SHOULD BE EXCELLENCE AND EQUITY IN EDUCATION. AMERICA MUST FACE THE REALITY THAT IT IS NOT POSSIBLE TO BE NUMBER ONE IN THE WORLD, UNLESS WE MAKE EDUCATION OUR NUMBER ONE PRIORITY -- WITH OUR WORDS AND WITH OUR RESOURCES. BLACK COLLEGES HAVE A MAJOR ROLE TO PLAY IN SHAPING THE NATION'S WORKFORCE IN THE YEAR 2000. AS PRESIDENT OF CLARK ATLANTA UNIVERSITY, I AM READY TO WORK WITH MY COLLEAGUES IN THE BLACK COLLEGE COMMUNITY, AND WITH YOU SENATOR FOWLER, TO STRENGTHEN OUR CAPACITY TO CONTRIBUTE TO A BETTER AND BRIGHTER FUTURE FOR THE ALL OF AMERICA'S PEOPLE.

WE SHOULD DECIDE NOW TO ACHIEVE THAT GOAL.

I WANT TO LEAVE THE MEMBERS OF THIS COMMITTEE WITH THE WORDS OF ONE OF AMERICA'S PROUDEST AND MOST INFLUENTIAL EDUCATORS, THE LATE DR. BENJAMIN E. MAYS.

> "...if America allows Black colleges to die, it will be the worst kind of discrimination and denigration known in history."

THANK YOU.

Senator **Fowler**. I want to thank the panel uniformly for not only the thoroughness in their presentations but for the ideas which are rare, in a very subjective sense, to the direction in which we might do something about the problem.

Before I ask Congressman Lewis to begin with questions of this panel, I also want to recognize Dr. Melton Walker, president of Fort Valley Technical. Welcome, Dr. Walker.

I didn't stack this panel, as you can see, with all Georgians. I am very pleased to see so many Presidents from around the State that are here.

And one other thing I would like, this kind of hearing does take an awful lot of staff work to put it together, and I would like to introduce—and John can join me if his staff is here—my staff most of whom have been with me for 8, 10, 12 years now during my service in the Congress.

This is my lawyer here to my left. Tracy Thornton has been with me for 10 years, she is a graduate of Howard University and Rutgers Law School, as my chief counsel, who really is primarily responsible for doing all of the work to put this hearing together.

Also, I have Daryl Anderson, I see, of my staff—stand up, Daryl—on the front row, of my Atlanta staff.

Benny Parker is all the way in the back, guarding the door, to make sure nobody gets out until you hear everything. [Laughter.]

Who else is here? Mark Josephs of my Washington staff.

Fran Weis is here. Where is Fran?

Sherry Collier, where is Sherry? Stand up, Sherry. Of my Atlanta staff.

Oh, up in the—what are you doing up there? Are you directing the production?

And, Beverly Miles, has she come in? Beverly is outside, I believe.

Most all of my people thankfully have been with me for a long time in these hearings and I am deeply appreciative for all of their help.

Congressman Lewis, thank you again for being here.

Congressman **Lewis**. Thank you very much, Mr. Chairman. Let me just introduce Kimberly Caskin, a member of my Washington staff. I saw Michael German, who is head of my Atlanta office. I don't see him in here. He is on the outside.

I would just like to thank the members of this panel for their testimony.

Dr. Wilson—and I believe this could apply to Dr. Spikes and Dr. McClure—today black teachers constitute less than 6 percent of all public school teachers and less than 1 percent are qualified in math and science; what kind of a Federal program needs to be established to assist public black colleges and universities in the recruitment and training for masters teachers?

And if you could keep your answers short, I would like for all three of you to respond.

Dr. **Wilson**. Congressman, you know, for awhile we had some problems with the NPE exam being introduced and with the changing of curriculum and so forth, that isn't a problem, at least it isn't with us at all. The problem is that so many of the young people have been talked out of going into teaching. Teaching has become a bad word, and not paying the teachers, and so we have so many good people going into other fields. You have teachers who are telling their children not to go into teaching.

One of the things we can do, and we have tried it and we are having some success, is having money, scholarships to recruit good potential teachers. There is nothing like having some money. Since teaching is so critical and it is going to be critical in the future, we need to have some scholarships for the new students. We are taking it out of our hide, but in order to really build a program, we need some funds to do that.

Also, we can begin to recruit people who are—mothers whose children are grown and they are in their early forties, who want to start to teach, want to start going back to school. They are a very good pool to recruit good potential teachers, and so I am saying that we need funds. It may be that it won't help until we have some money, and we need to do a PR job, because for about 4 or 5 years, being a teacher was a bad word.

Congressman LEWIS. Dr. Spikes.

Dr. SPIKES. As a matter of fact, we are finding that the dedication of more scholarships to the Teacher Education Program does help and there is just not enough money, and that is a good program.

The other would be an alternative certification program for finding some people who initially might have thought that industry or some other job might be better, would like to come back and go into teaching, and with the developing programs, I haven't seen it tried yet, but these persons do need some support while they are going through this transition period, so an overall scholarship program together with an alternative certification program I would think would work.

Congressman LEWIS. Thank you. Doctor.

Dr. MCCLURE. Congressman, as just another slant on it, I also believe that it is important that the federal government review its policies with respect to the public education. It is my considered judgment that over the last several years, there has been a major shift in public policy regarding teacher education especially as it relates to the preparation of young people, minorities for careers in teacher education.

If you will recall, shortly after the Sputnik was launched in the fifties, this country adopted a policy which said that it was going to do all necessary to put someone on the moon and to otherwise achieve superiority of state.

Regardless of the fact that Mr. Bush did convene the Governors in Southfield a few weeks ago, and got extraordinary publicity in doing so, I still question whether or not there is a commitment that extends to a clear policy position that says that this country is going to do all we can to remove the inhibition in teacher education, at any extent, that it is going to make sure that there is proper representation among the blacks and minorities in the process, and if it does not do that, we are going to find a majority of minority and black populations being taught by white people. I don't think this country wants to come to that, but it seems that way, and it is a shame. It is a travesty to this Nation that it is occurring.

Congressman **Lewis**. Thank you very much.

Dr. Ponder and Dr. Cole, can you tell us, or tell the committee, not just what is the primary source of revenue for Fisk University and Clark A.U., but all of the predominant black colleges and universities that are members of the United Negro College Fund, what is the primary source of revenues, where do you get money, where is the money coming from?

Dr. **Ponder**. The correct answer, Congressman, is from every place where there is money. [Laughter.]

I am reminded of an old statement that, "The only thing wrong with tainted money is taint enough". [Laughter.]

Now I understand that statement pretty well, but, seriously, I think that let's leave out student aid for the moment, because student aid is not money that comes to the university from students. If we do a good job of recruiting the students, we will get the aid, and so, for the moment, I will leave that part of it out.

With the Federal Government, I think that the agency that has been most receptive certainly has been the Office of Education. We get quite a few funds there from Title III and other things.

After that, we might differ some, but I think that NSF, National Science Foundation, and NASA would come in very close, next, because we do an awful lot of good scientific research in our institutions, and let me make a point here that the Government seems to believe some of the things that our enemies are putting on us, and I use enemies as those persons who would not like to see us progress. That is the definition of enemy. They keep doubting whether we can do these things or not, and I want to make a strong plea here to you, if this university submits a proposal to train and have these teach mathematics, then you give us that money and hold us accountable for whether we do it or not, but don't tell me up front, I don't know whether you can do it or not.

You see, you don't do that to many institutions, but with our institution, you just don't think that we have the capability of doing it.

I would like to ask our Government to treat us all, as we keep talking about, and that is until you are proven guilty, you are innocent. Make sure that I get a chance at that.

So, now, back to your original question——

Senator **Fowler**. I am willing to accept that, Dr. Ponder, but don't make your money proposal the first request. [Laughter.]

Dr. **Ponder**. But you get the point that I am making.

Senator **Fowler**. I get your point.

Dr. **Ponder**. The United Negro College Fund then becomes the very, very strong supporter of the private sector in terms of education, and I wanted to put in a plug for that, wherever you can.

Congressman **Lewis**. Dr. Cole.

Dr. **Cole**. Thank you. I would just simply add to what President Ponder has already said about funding base, the bulk of funding to our private institution comes from student tuition fees, but from the Federal sector, the Department of Education to a higher degree than other programs.

The agencies though that I think, beyond the traditional sources of support, has made the largest impact upon the NIH in a program created in the early seventies called Minority Environmental

Research Program that has provided for all of our institutions, within a few human resources that not only have increased, has impacted and increased the number of black Americans pursuing degrees in environmental sciences, but equally important, they have helped us in our infrastructure in environmental sciences, and there is the residue of goodwill and support and strength at these institutions in environmental sciences.

It would be an excellent compliment for other agencies such as NASA, DOE, or National Science Foundation to provide the same level of support for a sustained period of time for the physical sciences away, physics, science, math. I think our institutions are all reasonably strong or stronger in the biological sciences in part because of the significant infusion of resources from the National Institute of Health.

The thing about it, it has been sustained, and it is still there. So many of the other agencies start a program for 4 years and discontinue it, thinking that we can solve the problem in a short period of time, and so whatever, I think, messages that we leave with you would be programs that start ought to be sustained for a period of time in order for it to have a lasting impact.

Congressman LEWIS. Mr. Chairman, just one last question. I guess Dr. Ponder, and Dr. Cole, I am trying to find out what percentage of the Federal money in relation to endowments and tuition and fees, is the Federal Government picking up its fair share, are we doing what we should be doing to support these schools and universities? Should we be playing a greater role?

Dr. PONDER. There is a greater role that Government could play, let me say that. I would say——

Congressman LEWIS. Are we making, is some of the colleges and universities, are we making, are some of these schools receiving a larger share than others? Is Fisk getting much more than Clark A.U. or Morehouse than Spelman, and the others?

Dr. PONDER. I would say yes, we are getting different shares of the public, out of the Government, but keep in mind that that is based on our mission. It is different.

From the amount of research that we have, the institutions that are heavily weighted toward research, these are getting more funds because those agencies are giving more. Those who are more into teacher education and into the Liberal Arts will get less because the agencies that support those have fewer dollars to give, but percentagewise, I would say that if you throw in the financial aid package in that, and I like to keep it out, because that is a different animal when you talk about that, but if you put that in, I would say that most of our institutions would draw from the Federal Government probably somewhere in the neighborhood of 10 to maybe 20 percent of their budget. I don't know how you would react to that.

Congressman LEWIS. Dr. Cole.

Dr. COLE. The answer to the question is no, none of us are getting enough. If I can take you back to what one of my colleagues said about the response of this Nation following the Sputnik, when this Nation called for an increase in the emphasis on science and engineering, I think that we are at that crisis stage now in terms of the education of minorities for contribution to the labor force in the 21st century, and I think it is clear that if you want to make an immediate impact, then you go to where the schools are in sufficient number, where the institutions have a beneficial track record in producing well educated graduates, and so I think that is reason in and of itself to put additional resources to where you can have a larger impact.

Dr. **Wilson**. I would like to make just one additional statement from the State school standpoint, what we have found is where either the State government or the Federal Government put an emphasis and asked for matching funds, that is a good way to get private support.

It is easier for me to go to corporate America and say look, if you give me this half a million, I can get a half a million from the Federal Government, or $300,000, or what have you. I like the matching ways where the school has to be aggressive and what it shows is that the citizens supports you, and so this is just another way to justify what we think is every important anyway, and it has worked out very well where they have tried that.

Congressman **Lewis**. Thank you, Mr. Chairman.

Senator **Fowler**. Thank you, Congressman Lewis.

President Spikes, I don't want to take too long here but I would be remiss, I think, if I didn't ask this.

Several of you testified and hinted at the fact that black students do better, academically and psychologically at predominantly black colleges.

Dr. Spikes, how do you explain this phenomena and I guess more importantly, what does this say about the future of desegregation of universities and schools of higher education?

Dr. **Spikes**. I believe President Ponder alluded to that when he said, he gave the example that in a historically black college that a student would be more likely to be advised and offered help if he or she were failing and in another institution, a student would simply be given a failing grade and so I think the support structure is there. We understand that our students very often, even those who come from middle-class backgrounds still come from a history of economic and cultural depravation that must somehow be addressed and we have through the years provided support structures on our campuses for addressing that, and have become quite adept at it.

I think in terms of desegregation, in the future desegregation, that the predominantly white colleges can learn much from us in terms of our skills in this, that they can look at the programs that we have put into effect, but, again, I have to hasten to say that it much depends on the attitude of the person and if the persons in the predominantly white institutions who are at the core, if their actual students are not receptive, then it will not work. We just have not found that tradition in the historically black institutions and that is the reason why that choice will always remain with our students.

Senator **Fowler**. Thank you. Yes, Dr. McClure.

Dr. **McClure**. If I might just add one other point to this, because there may be some implication about desegregation that I think would be improper if we didn't clarify now, that there some black students who will do just as well at historically white institutions as they do at historically black institutions. We are talking about a certain percentage, a certain category of black students who do better at historically black institutions.

I would have to say that there are certain white students who would do just as well at historically black institutions as they would at historically white institutions.

What we wish to establish, and I don't think it has been done yet in this Nation, is that historically black institutions are just as good as historically white institutions. We should accept that as a fundamental principle in proceeding forward, not to accept that and we put the resources and we put the correct policies so as to insure that in the future American application is not about the race, but there are some institutions that are predominantly black and there are some of the white, and you still have choices, then the issue of desegregation takes on a different meaning, but once you assume that whites are not going to go to black schools or vice versa, and you proceed on that route, once again you are furthering desegregation.

Senator **Fowler**. I think you are right.

Dr. **Wilson**. I would like to make one other point that when we talk about desegregation, Senator, often it means that the black Americans are in the minority. If you have a situation where blacks are in the minority, that is desegregation. I call it segregation. I don't see the difference if you have blacks in the majority with whites in the minority, to me that it is integration as well. So, you know, we argue about what integration is, and that was an argument we made in 1979, but we thought it was very important that we had a mixture of students, both economically and culturally and racially, but at the same time, you didn't have to give up your identity in order to do that and be a successful contributor to higher education in America, so the misnomer that you have to have a certain mixture doesn't necessarily make it a better school or a school that isn't as good.

As you know, Senator, throughout the country in many of our historically white universities, they are having a lot of problems with just a whole wave of lack of students getting along with other students of other cultures and other races and I think that is a very serious problem, and it could get worse before it gets better, but I think the historically black schools are a lifesaver for this country, and to me, they are so important. They are one of the most important institutions we have, I mean bar none, besides the church, I think it is one of the most important institutions.

Senator **Fowler**. Let me ask, just start off with Dr. Cole, but then have participation from any who will.

Along that line, do you feel that the predominantly black colleges have a responsibility to work with high schools and high school students to encourage and motivate them to go to college, and is there an institutional program now ongoing, either in Atlanta or anywhere else, to do that?

Dr. **Cole**. Yes; I definitely think that there is a responsibility there and most of the institutions do it, as a matter of standard practice, as a routine. It is formalized in a number of ways. Here in Atlanta, we have a comprehensive Regional Center in this particular instance funded by the National Science Foundation, which provides a continuum of activities starting at grade school in which the faculty and the staff from the university are interacting with students and teachers and their parents to encourage more black youngsters to consider careers in science and engineering, for example.

Senator FOWLER. And when you speak, or when you spoke in your testimony of the educational pipeline, that is all inclusive.

Dr. COLE. That is right.

Senator FOWLER. You go back as far as you can and continue that motivation to get them through college.

Dr. COLE. That is right.

Dr. PONDER. He speaks for all of us. We all agree with that, Senator.

Senator FOWLER. Good. Let me, well, we might as well get into that sensitive area, Dr. Wilson, since you have raised it, this important question. We are all disturbed about the increase in racial incidents on college campuses.

My own daughter is at the University of Mississippi that just had a serious racial incident in the last few weeks. I think you told me or told us a moment ago that your campus probably had the highest white enrollment, 14 percent, did you say?

Dr. WILSON. Right.

Senator FOWLER. What are you doing to minimize the chance for such incidents, and what should be done in an institutional way, that would prevent this from happening, either whether you have a majority of white student body or a majority of black student body?

Dr. WILSON. What I have found in my experience, Senator, is, to give an example, and I can call a name because it is positive, of a historically white school, that has an excellent program, excellent relationship, and that is James Madison University in Virginia and it is all because of the leadership, starting with the president right down, everybody knows on that campus what the philosophy is, what will be tolerated and what will not be tolerated, and, as a result, he probably has the second highest percentage of other race students than Norfolk State does. They get along very well. I don't mean just athletes, I mean students. The minority students are clamoring to get into that university.

You have other universities, I can give an example, I don't want to call it by name, my daughter attends a historically white university, and there is little or no guidance in terms of the black students. They are, most of them are outstanding academically, but there is no kind of program or leadership or anything, they have to do it themselves.

Senator FOWLER. No instruction.

Dr. WILSON. Sir?

Senator FOWLER. No instruction.

Dr. WILSON. No instruction, right, so they are grinding it out the hard way. It could be helped, and my point is, what I do at Norfolk State, for instance, is make sure during orientation that all the students are made welcome by what I say, by my behavior, and by what I would expect my faculty and my staff to do, where the students are concerned, and it is amazing how by word of mouth, it gets around, that you are welcome at school A and B, and you make sure that you are on top of the various kinds of issues that comes up. That isn't to say you won't have some conflict. It wouldn't be human if you didn't, but the majority of them are settled and the students know they are getting a fair shake.

I think what it is, students know when they aren't getting a fair shake.

Senator **Fowler**. Any other suggestions? Dr. Ponder.

Dr. **Ponder**. Senator, I think this is where the black colleges can play a major role in helping to try to solve some of these problems.

We have been in this position all of our lives, ever since we got off the boat in 1619 and we have come to understand how to be sensitive to other person's needs, different cultures, different opinions, and so forth, and that is part of what our institutions are all about, the opportunity to learn, that is what we are all about.

We do not tolerate our students or our faculty taking advantage of other race students that appear on our campus, that is almost understood universally, we will not do that and that is the leadership that you have heard talked about here, but apart from that, it is that we know how other people feel when they are in a minority, we know that, and we know how we felt when we had to go to a colored water fountain. We know how we felt. We will not, on our campus, subject any student to that kind of embarrassment or harassment.

And I think that that is sort of what we are wanting to say to you is we do that just because that is right, and we can lead the ambassadors to help all of our education get this message across so somehow we could have an institute, as A.U. is here at this place, where persons come to find out how we are able to do those kinds of things.

We have had those in the past, racial relations in our institute, Fisk University, we have done that. We have helped this country solve its race problems since we started.

Let us now help solve this problem because we have a number of energetic young people that we ought to be dealing with and our institutions know how, and we would like to help the total of our education do that.

Dr. **Spikes**. May I cite an example that seems to be working in Louisiana, there was a similar incident at McNeese State University. The president of that University took the leadership, called in some experts from the Justice Department and other places to come to the campus to work out the problems and develop a very extensive statement of policy with regard to a number of things including race relations and that is, it is good enough really to be used as a model for the other State institutions.

Simultaneously, the former commissioner of higher education assembled the leaders, student leaders from across the State and they met, almost on a weekly basis, themselves hammering out certain principles for students and how they wanted to see things conducted in their university. That student movement was a very strong effort in that regard and has promise of being one of the best avenues toward stabilizing race relations on campuses. Unfortunately, when the commissioner left, that program left the State as well, but it was a good one.

Senator FOWLER. Ladies and gentlemen, I would personally like to continue this discussion for a long time but we must move to our next two panels.

I will tell you again that in my capacity on the Budget Committee, and I hate to remind any of you presidents, also my capacity on the Appropriations Committee, I am delighted for you to be here and to help me have the faculty substantiation of not only the historic roles that you have played but what you can play in the future, which I happen to share and this will help me, your testimony, especially as we sift through it and make the case in the budget coming up for next year, and for fiscal 1991 and then as we make funding decisions, you have given me many concrete suggestions which I hope to pursue with you all.

Congressman LEWIS. We can't thank you enough.

Senator FOWLER. Thank you very much.

[Applause.]

Senator FOWLER. Before calling our second panel, we have to say goodbye to Congressman Lewis. He hasn't missed a boat this year, and so I have to let him catch his airplane, but I want to thank you very much for your participation.

We, in the Senate, are a little slow voting, so I can hang around. [Laughter.]

Senator FOWLER. May I invite the second panel to come up, please, Dr. Reginald Wilson, Dr. Arnold Mitchem, Mrs. Marva Tanner, and Miss Katrina Denson?

Ladies and gentlemen, I welcome you, but I really must, as always, have to insist on the 5-minute rule for your testimony so that we can have some discussion of specifics on these finances.

We welcome first Dr. Reginald Wilson, senior scholar, American Council on Education, who is a veteran testifier, and I know he can summarize so that we can get to our discussion.

Welcome, Dr. Wilson.

STATEMENT OF DR. REGINALD WILSON, SENIOR SCHOLAR, AMERICAN COUNCIL ON EDUCATION

Dr. WILSON. Thank you, Senator Fowler.

I would like to say that the American Council on Education is pleased to have been in the forefront in addressing this issue for the past several years, since 1981, when our travesty of the Office of Minority Concerns at the American Council on Education, we have been issuing a yearly Status Report on Minorities in Higher Education raising concerns of the higher education community about what we saw as the declining enrollment of minorities in higher education.

Our concern continued with some degree of alarm over the years and as a result of our concern, that issue has been placed into the highest priority of the American Council on Education, and in that regard, we have appointed a National Commission on Minority Participation in Education and American Life in 1987 to look at this issue in some detail.

The honorary cochairs of that commission were former President, Jimmy Carter from the State of Georgia here, and former President, Gerald Ford.

After deliberations, that commission issued its statement, One-Third of a Nation, which has been referred to in previous testimony. Copies of that statement were given to all college presidents in the country and to all Members of Congress, and to members of the administration, including Mr. Bush, so that I can assure you, there is a copy floating around in your office somewhere.

In addition to the One-Third of a Nation statement, the national commission directed the American Council on Education to identify specific strategies that would assist institutions of higher education, the 3,400 colleges and universities in the country, to develop programs that would address the declining participation and after about a year of development, we produced this book, Minorities on Campus, that contains specific strategies for recruitment of minorities, undergraduate students, graduate students, faculty and administrators, how to deal with curriculum issues and how to deal with the issue of the climate on college campuses. This document also has gone to all college presidents but at $17.50 a volume, we have not distributed to Congress, but I do have an order form, Mr. Chairman, and we would be glad to fill your order.

Senator FOWLER. The Library of Congress.

Dr. WILSON. The Library of Congress already has it.

We have since then distributed more than 20,000 copies of the handbook, Minorities on Campus, and it is being used extensively for institutions to develop programs to address the issue of declining minority participation.

I think we can be quite candid in saying where the greatest crisis in the issue of minority under-representation is and that is among African-Americans. As the largest minority group in America at 13 percent of the population, blacks also registered the greatest decline in participation in higher education at every level.

Between 1977 and 1987, in undergraduate enrollment declined from 9 to 8 percent; in graduate enrollment declined from 5.2 to 4.8 percent; the Masters degrees particularly, the decline was 32 percent, in Masters degrees awarded to African-Americans.

And Ph.D's, some figures have been cited earlier, in terms of the even years, if we look at the odd years, 1977 to 1987, in 1977, 1,213 Ph.D's were awarded to African-Americans. In 1987, it was 765, and the majority of that decline was among black males, 47 percent decline in the award of Ph.D's, while females increased by 10 percent, it was not sufficient to offset that dramatic decline.

We have seen a number of exemplary programs established. Many of those at Historically Black Colleges and Universities have been alluded to and we see these institutions as a great resource. Nevertheless, we recognize that 83 percent of black students attend predominantly white institutions and it is the problem of representation.

Senator FOWLER. That was black institutions?

Dr. WILSON. Eighty-three percent of black students attend predominantly white institutions.

Senator FOWLER. Of higher education.

Dr. WILSON. Yes, sir.

Senator FOWLER. That seems remarkably high.

Dr. WILSON. Seventeen percent. Enrollment of black students is 1.1 million. Enrollment in historically black colleges is 217,000.

Therefore, we must hold those institutions responsible for their role in successfully producing black graduates at all levels. It is they who are not doing the job.

I think your previous panel has indicated the exemplary job that the Historically Black Colleges and Universities are doing.

Senator FOWLER. Right.

There are some programs that are exemplary and we mention them in this document which I will certainly present to you. At the end of each chapter are listed names of institutions that have established exemplary programs and the kind of successes that they have achieved.

Bill Bowen, the president of the Melon Foundation and the former president of Princeton University in a study that he released last month indicated in the future projection of faculty shortages that over 37 percent of faculties will be retiring before the year 2000. This is an excellent opportunity to increase the number of black, the number of minority faculty in our institutions of higher education. With the incredible decline in the award of black Ph.Ds in our graduate schools, that likelihood is not going to occur without some dramatic changes.

I would suggest to you that unless we expand the programs of the award of doctorate and other professional degrees, you will see a declining presence of African-Americans among college and university faculty and also in the student body. We have got to deal with the 350 graduate schools and doctorate degree awarding institutions in the United States to make them do their part.

Part of what seems to get their attention is when they get the monies to do that, and without increases in the various programs that are underwriting graduate education, such as the Patricia Roberts-Harris grant, it is unlikely to happen.

There are more black Americans living below the poverty line now than there were 10 years ago and we recognize that black graduate students rely more on their own resources, they get fewer fellowships, fewer assistanceships than other race students, and it takes them longer to complete their degrees as a consequence of loan burdens. We must alleviate that problem by increasing the amount of funding available for graduate study, in order to increase the number of doctorates and in order to increase those who might be potential faculty members in our colleges and universities.

I will not go into the details of exemplary institutions but if during the question period you want citations of some outstanding programs that are, unfortunately, exceptions rather than the rule, I can cite some programs, indeed one that is housed here in Atlanta and I would be glad to mention the National Consortium for Educational Access at the appropriate time.

Thank you very much.

Senator FOWLER. Thank you, Dr. Wilson, for your testimony.

[The prepared statement of Dr. Wilson follows:]

REPORT TO THE
U. S. SENATE BUDGET COMMITTEE

Atlanta, Georgia
November 13, 1989

by: Harrison B. Wilson
President
Norfolk State University

MAJOR ISSUES FACING HBCUs AND BLACKS IN HIGHER EDUCATION

Senator Fowler, members of the United States Senate Budget Committee, ladies and gentlemen: I am very pleased to have this opportunity to speak at this field hearing on the state of Historically Black Colleges and Universities (HBCUs).

On May 13, 1989, 703 young people graduated from Norfolk State University. Because of the care, and support and training provided by this HBCU, these young people are now available to the nation's labor pool as trained and competent contributor's to society.

Across the region, HBCUs are providing access to higher education for thousands of Americans whose talents would otherwise go untapped.

The historically Black colleges and universities produced more than 70 percent of all Black college graduates since the inception of this nation. The most recent statistics available show that two Black colleges account for 40 percent of all Blacks earning degrees in dentistry; two account for 22 percent of all Blacks in medicine, four account for 16 percent of all Blacks in law, and one accounts for 82 percent of all Blacks earning degrees in veterinary medicine. It is noteworthy that while HBCUs constitute only 3 percent of all institutions of higher education, they enroll 16 percent of all Black students in higher education.

While there are many issues that are important to the HBCUs, I have selected only four issues for this discussion. These issues are: (1) financial concerns, (2) physical plant and equipment, (3) faculty development, and (4) graduate programs.

* ONE OF THE MOST PERSISTENT AND CRITICAL ISSUES IN HIGHER EDUCATION TODAY IS RISING COSTS.

Students at HBCUs are in dire need of sufficient grant and work-study funds if they are to continue to meet the rising costs of post-secondary education. During the period 1979-80 to 1985-86, our institutions have experienced escalating costs -- as all other institutions did; but the crucial difference is that our institutions experienced also a decline in other revenue sources. At the same time the federal share of HBCU's revenues fell by 29.8 percent, the share for all other colleges fell by only 17.1 percent. State support of HBCUs increased (about 3.5 percent over 1979-80), but increases in tuition and fees rose during the same period by 17.65 percent. Meanwhile, the level of funding for individual students (Pell Grants) has not kept pace with the increasing demands for tuition and fees, and work-study awards have been curtailed. As a result, government guaranteed loans have become a major source for payment; and these loans place an extraordinary burden on the resources of low income students and their families. There is no wonder that, within this group, the default rate on guaranteed loans has been high; and it will continue to be high, unless a new system for financial assistance is devised.

To relieve the financial crisis HBCUs face, the federal government must re-examine the level and types of support available. Consider these recommendations:

1. Make additional funds available in the Pell Grant and work-study programs for low income and minority students. An increase in the maximum amount that can be awarded to each student would appear to be a necessary ingredient in this increase.

2. Initiate the regulation that eligible freshmen and sophomore students be the only recipients of Pell Grant and work-study funds, and that juniors and seniors be progressively phased into total guaranteed loans and work-study on a sliding scale--dependent on income, academic progress, and potential earning ability. Such an arrangement should relieve some of the burden to the system caused by defaults on student loans.

3. Fund the work-study program at a greater level to provide for the payment of students for various work, including community service.

* ANOTHER CRITICAL PROBLEM FACING HBCUs IS THE NEED FOR BETTER PHYSICAL RESOURCES TO SUPPORT EXCELLENCE IN ACADEMIC PROGRAMS.

A major criterion for accreditation by the Southern Association of Colleges and Schools is that "the physical environment of the institution should contribute to an atmosphere for effective learning... An institution must develop a plan for the upkeep of its property: the routine maintenance, prevention maintenance and, where appropriate, deferred maintenance of buildings, equipment and grounds." This requirement is especially crucial for HBCU's: our institutions often defer physical plant to development and maintenance in order to meet the competition in faculty salaries and program development.

In a recent ACE survey of higher education leaders, facilities ranked as the number two challenge facing administrators. For this reason, the Association of Physical Plant Administrators of Universities and Colleges and the National Association of College and University Business Officers are co-sponsoring an executive briefing on "The Decaying American Campus," November 30 - December 1, 1989 in St. Louis. An excerpt from the project objective is as follows: "Facilities represent the largest capital investment of higher education in the United States. The quality of such facilities is inherent to the quality of education. But a gradual deterioration and a backlog of maintenance has resulted in a $60 billion crisis in higher education." This crisis is even more severe for HBCUs.

The federal government should enact legislation to provide special funding for the construction, repair and maintenance of physical facilities essential to the viability of HBCUs. Our colleges and universities must have physical resources equivalent to those of the nation's best institutions of higher education.

*A CRITICAL ISSUE IN HIGHER EDUCATION ON THE EVE OF THE 21ST CENTURY IS THE UNDERREPRESENTATION OF MINORITY DOCTORATES IN MOST AREAS OF OUR INSTITUTIONS.

While this condition is of some concern throughout academia, it is critical to the HBCUs in our nation.

Experts offer various reasons for this problem: (1) deficiencies in early education, (2) federal cutbacks in financial aid for graduate education, (3) decline in affirmation action, (4) market trends and career attractions outside of the academic arena, and lack of incentives in the public and private sectors. [1]

Causes notwithstanding, the fact is that the number of doctoral degrees awarded to minorities has declined considerably in the past decade. Records show that, from 1977-86, the number of African American doctoral recipients fell from 1,116 to 820; and, since that time, there has been an "irregular but steady downward trend," with the number of Black doctorates reaching its "lowest level in over a decade," According to Shirley Vining Brown in her study sponsored by the GRE Board and ETS, this decline "shows no sign of recovery."[2]

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[1] Chronicle of Higher Education, March 1, 1989, p. 11, and Shirley Vining Brown, Increasing Minority Faculty: An Elusive Goal, p. 25.

A closer look at the record reveals that, during the 1977-86 decade, the total number of male doctorates declined but a more striking statistic is that the number of Black males receiving doctorates was cut to less than half (from 684 in 1977 to 321 in 1986). For white women, there was an average increase of 454 doctorates; for Black women, an average of 6.

The demographics show that African American Ph.D. recipients tend to be older than average; they are married, female with parents having low educational attainment and they entered doctoral programs 9 or more years after receiving the baccalaureate degree.

Recognizing that the pool of minority doctorates is shrinking and that a disproportionate number of senior faculty are on the brink of retirement, what then are the alternatives for the HBCUs? One of the most promising is faculty development -- at the grassroots level. Specifically, our colleges and universities must be armed with the capability of tapping and developing the talent of promising young instructors in the areas of greatest academic need. This goal cannot be realized without the presence of a higher financial commitment from federal agencies. I see the Title III endowment program as a prime source for faculty development.

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[2] Brown, p. 5.

Increased financial support to HBCUs would: (1) highlight the nation's awareness of the value and the need for a representative number of African American doctorates in higher education and would; (2) provide greater opportunities for faculty to pursue advanced degrees. Title III funds could support several initiatives. Among them are the following:

(1) Develop consortia among HBCUs and other Ph.D.-granting institutions permitting admissions agreements, faculty exchanges, and other support systems designated to increase the number of Black doctorates in our institutions.

(2) Transfer the emphasis from loan to grant assistance for graduate study, allowing individual fellowships for study at institutions of choice.

(3) Conduct appropriate research to determine the causes of the low number of Blacks with doctorates, especially males, and devise strategies for alleviating the problem. Concomitantly, study the retention rate of these faculty members in HBCU's as well as other institutions and construct plans for greater retention as needed.

* GRADUATE EDUCATION FOR AFRICAN AMERICANS AS YET ANOTHER CRITICAL ISSUE.

The potential that is inherent in graduate programs at HBCUs is an untapped resource for higher education in the nation. Yet the scope of graduate offerings in these institutions is severely limited, and the number of graduate faculty and students in all institutions nationwide is disproportionately low.

Recent surveys show that, during the past decade overall graduate school enrollment and overall minority enrollment in graduate schools have increased, but the number of African American students in graduate and professional schools is steadily declining.[3] Much of this decline can be attributed to the lack of relevant and viable graduate programs in HBCUs. Unreal as it seems, only four HBCU's in our country produce a representative number of graduates above the master's level.[4] And not a single one of the HBCU's is listed by the Chronicle of Higher Education as a major research university.

Support for graduate programs in HBCUs is needed for several compelling reasons. Among them are these needs:

(1) to expand the capabilities of faculty and student research on neglected problems which touch the lives of the entire nation;

(2) to increase the supply of talent and human resources that are sorely needed in today's global economy;

(3) to attract and train a larger number of minorities for higher education;

(4) to provide greater access to graduate education for a larger percentage of the population.

The federal government should set funding priorities and make other commitments to foster access to and excellence in graduate education at HBCUs. These are some recommendations for starters:

1. Include graduate program development for HBCU's in Title III funding; provide, as well, for graduate program development and graduate student support in other federal appropriations.

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[3] From the memorandum to Senator Fowler, CRS-13.

[4] Summary Report 1987, National Research Council as reported in Black Issues in Higher Education, May 11, 1989, p. 15.

2. Support independent research projects at HBCUs, including collaborations between minority researchers and researchers at major research universities and federal laboratories.

   Increase the capability of a representative number of HBCUs to become major research institutions.

3. Strengthen graduate education in HBCU's by providing funds for an institutional infrastructure which encourages, supports and rewards the development of mainstream research and learning projects.

The one overriding issue facing HBCUs today is not just survival; its prosperity. I urge this committee to hear what President Reagan stated as he issued Executive Order 12320, "We remain committed to the proposition that keeping historically Black colleges and universities as a vibrant force in American education should not just be the goal of Black Americans but all of us."

Senator FOWLER. Dr. Mitchem, Mrs. Tanner, and Ms. Denson, let me play home folks here for a minute, what I would like for you to do, if you possibly can and will, is to forget about everybody else here and just talk to me as the two of us would sitting across the table, I would like you to tell me the two or three things that you would like me to take back to the Budget Committee, whether it be on specific program enhancement, or in the case of student aid, when we get to Mrs. Tanner, maybe difficulties with administration of it. I want you to reemphasize what you may have heard from any of the presidents earlier, but I don't think we, in the interest of time, we don't need to reiterate any of the statistics. They will all be in the record and I can sort that out, but since—in the case of Dr. Mitchem, he is the executive director, National Council of Educational Opportunity Associations, and then you two, one student which I am anxious to hear from, and Mrs. Tanner who has to administer these programs, I really wish you would give me a little laser beam on what you see are the major problems or opportunities and where our monies and policies need to be put.

Dr. Mitchem, welcome.

STATEMENT OF ARNOLD L. MITCHEM, PH.D., EXECUTIVE DIRECTOR, NATIONAL COUNCIL OF EDUCATIONAL OPPORTUNITY ASSOCIATIONS

Dr. MITCHEM. Thank you very much, Senator Fowler. What I will attempt to do is to summarize my statement and summarize it again for you.

Let me say that I appreciate the opportunity to talk to you about the TRIO Program on behalf of the National Council. The TRIO Programs serve a very important role in the society and I think the numbers that Dr. Wilson pointed out earlier about the number of black students who are not in black colleges make the TRIO program even more important for the TRIO Program to go out of the black college experience, that is the philosophy and methodology that makes black colleges so effective in working with black students are encompassed within TRIO programs, and many TRIO Programs are on predominantly white colleges in the country and has become very critical mechanisms assuring that black students achieve and graduate from those schools and so, in that context, I would like to just make some brief remarks.

TRIO, Senator, is now the fifth largest higher education program administered by the U.S. Department of Education. Even so, it serves less than 5 percent of eligible students. The fiscal 1989 appropriation was $219.3 million.

Currently, over 1,400 TRIO projects are funded at over 850 colleges and universities and 60 community-based agencies; 41 percent, of the 500,000 students that are served by TRIO, students are black; 35 percent are white, 17 percent are Hispanic, 4 percent are American Indian, and 3 percent are Asian.

Of the 850 colleges that sponsor TRIO Programs, and even though 73 of them are Historically Black Colleges and Universities, and they have 140 TRIO projects, they are currently receiving $19.8 million, all 73 of them, and they are serving 35,700 students.

Five of the 10 historically black colleges in Georgia participate in the TRIO Programs including Clark and Morris Brown here in Atlanta, and between Clark and Morris Brown here in Atlanta, they are receiving roughly over $700,000 in TRIO funds and in the State of Georgia Historically Black Colleges and Universities you are getting roughly a little bit over $1.4 million.

So your question may be, what does the TRIO Program do for black students, Morris Brown, Clark, that is? All of the research tells us that there are four barriers that inhibit black student's achievement and access to college.

They are financial, academic, social and cultural. The next witness will talk about the financial. The TRIO Program focuses on the latter three, academic, social, and cultural. They are designed to address those barriers. The target population for TRIO Programs are low-income and first generation students which is the largest and fastest growing segment of African-American Americans, so they are low-income students, not just black students, but poor black students.

Now, we are talking really about five programs, five separate programs that work in concert and are all related and going back to what Dr. Cole talked about earlier about the pipeline, I think this gets it out to one of your concerns.

As you look at the TRIO Programs, you start the talent search at the sixth grade, the sixth grader, and you end with the student support services and the Ronald E. McNair Post-baccalaureate Achievement Program, which is at the 16th grade, and so, in other words, you are talking about a continuum that goes from the sixth grade all the way through the undergraduate experience.

In the case of Talent Search, there are about 178 Talent Search Programs serving 200,000 students annually in this country. What they do, for example, is they work in the middle school which, as you know, Carnegie just came out with a very important report in January, called Turning the Tide. What they do is they go in and they sell the poor kids, that just because you are poor doesn't mean you can't go to college and that is a very important thing in terms of motivation.

They work with poor kids in terms of giving them self esteem and confidence. They also talk to them about their career, and, finally, what they do is assist them in selecting courses when they are freshmen in college so that indeed they take college credit courses as opposed to general courses where indeed they get their preparation, particularly for math and science, which is critical. So that is one of the things that I am pleased to say that Secretary Cavazos launched in these middle schools using counselors funds this fall to the tune of $2.9 million.

Talent Search Programs are also due to a lot of other things and I think one of the things I would like to call attention to in the interest of time is that in 1982, the U.S. House Committee on Education and Labor reported in that year that 20 percent of all the black and Hispanic students who went to college had had contact either with Talent Search or an Educational Opportunity Center, which is another TRIO Program, that works in companion with that program. That is an impact statement.

Upward Bound, which you have probably heard of, most Americans have. It is the oldest, celebrating their 25th anniversary this year. The evidence there shows that more than 90 percent of the students who participate in that go on to post-secondary education.

Upward Bound is serving about 34,000 students, 371 projects, and from an African-American point of view, that is the blackest program. That is from the best data that we have, about 60 percent of the students enrolled in Upward Bound happen to be black.

Senator FOWLER. You are telling me that is one of our best federal success stories.

Dr. MITCHEM. We think so. We think so, sir. We really think so.

The Research Triangle Institute in a study under the Higher Education Act of the Department of Education found that after, 4 years after high school graduation, Upward Bound students were four times as likely to earn a Bachelors degree as opposed to a similar cohort, that is, we are saying, a socioeconomic profile.

It accounts for distinguished alumni, the first black, the first woman to receive a Rhodes scholarship in the State of West Virginia was a former Upward Bound student.

Peat Marwick in Maine has 2,000 partners, the largest accounting firm in the world, they have 7 black partners and one of those partners is a graduate of an Upward Bound Program, so it has distinguished itself.

Student Support Services, that is an undergraduate wing of this whole business and provides counseling, that is.

Let me quickly tell you about what is going on right here in your own community. Morris Brown, at Morris Brown, practically everybody at Morris Brown qualifies for the TRIO program based on income. However, because of limited dollars, Morris Brown could only serve 125 students. The result, however, and they focused on the first year, as to the retention of students into the sophomore year exceeds that of the general undergraduate population. The concern the people at Morris Brown have we are told is that they are troubled by the increase in attrition in the subsequent years because indeed we don't have the dollars to provide the support to the neediest students both socially, academically, financially who are attending Morris Brown, while keeping in mind that practically everybody at Morris Brown would qualify.

Let me give you another example, not in Atlanta, but in Georgia, Paine College in Augusta, 71 percent of its 580 students qualified for TRIO services, 71 percent, but they are only able to serve 150 of these students. What are the results to Paine? Student Support service retention over the past 8 years, Paine has been at a minimum, 50 percent greater than the regular student body, so it seems to be making a difference there.

An example outside of Georgia but it is very important for me personally to point out to you that I was there for 17 years serving at Marquette University in Milwaukee, WI, and I have got to put in a plug for them too. That is a predominantly white institution and they had one of the longest Student Support Services Programs in the country, that is, they got in 1970 and they are still there. In no year have they had less than 70 percent blacks enrolled in their program. They just celebrated their 20th anniversary. Here is a record. After 19 years, 1400 students, cumulative retention rate of 59 percent; 238 are still enrolled and 588 have graduated, so, again, that makes the point I was trying to make that these folks have become very important, particularly at our white colleges and universities.

Finally, what I am very pleased to report to you is the Ronald E. McNair Post-Baccalaureate Achievement Program is off the ground. It is the only program in the U.S. Department of Education administered to memorialize the black male. We had tremendous resistance from the Department to implement that program and thanks to you and a lot of others, we got the program off the ground.

They prepare, that program motivates and prepares individuals to go into doctoral programs. It is the newest TRIO program, it was authorized in 1986. That was 14 programs that received awards, two historically black colleges, Florida A&M and Texas Southern, and right here in

Georgia, Georgia State was one of the winners.

Finally, I will say this to you. In my opinion, enrollment and graduation trends of black students, black students, would be worse in America today if it were not for these programs.

I also should say to you that TRIO programs, in my opinion, have improved the quality of education for the poorest black students; and, finally, I say to you, since TRIO works, in my opinion, and I am sure in the opinion of a lot of others, we need to double the number of students in the next 4 years. We are serving half a million now. We need to serve another half a million and, because I think we have got something that works, and, certainly, when we consider——

Senator FOWLER. What is that in terms of doubling the cost?

Dr. MITCHEM. Right now, we are spending $219.2 million and serving 500,000, so it would cost us another $220 thousand, plus adjusted upward, $220 million adjusted upward for inflation, sir. I thank you very much for the opportunity to talk to you.

Senator FOWLER. Thank you very much.

[The prepared statement of Dr. Mitchem follows:]

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Association of Special Programs in Region Eight

Caribbean Association of TRIO Programs

Mid America Association of Educational Opportunity Program Personnel

Mideastern Association of Educational Opportunity Program Personnel

New England Association of Educational Opportunity Program Personnel

Northwest Association of Special Programs

Southeastern Association of Educational Opportunity Program Personnel

Southwest Association of Student Assistance Programs

Western Association of [illegible]ational Opportunity [illegible]onnel

Testimony Presented to the Senate Budget Committee

Hearing on the State of
Historically Black Colleges and Universities and
Black Higher Education

November 13, 1989
Spelman College

Arnold L. Mitchem, Ph.D.
Executive Director
National Council of Educational Opportunity Associations

Mr. Fowler, members of the Committee, I first want to express my appreciation for the invitation to appear here today to discuss the critical role that the TRIO programs play at historically black colleges and universities and at traditionally white institutions in encouraging and sustaining access to and success of black students in higher education. Given the demographic changes which are occurring throughout the nation and the reversals that have occurred with respect to equal educational opportunity, this is a very critical time for all national leaders to reassess the commitment that is required if we are to assist black youth to become productive participants in this society.

Dr. Wilson's work has graphically documented the declines in black participation in higher education. I want to draw upon that work and focus on one set of numbers. Black males make up 13% of 18-24 year old men. One could expect, therefore, that they would make up approximately 13% of men enrolled in college and 13% of male degree recipients at every level. But sadly, black males make up only 9% of men enrolled in college, only 4% of male bachelors degree recipients, and only 2% of male doctorate recipients. The record for black females is better but still problematic. They make up 12% of women enrolled in college, 7% of female bachelors degree recipients and 5% of female doctorate recipients.

TRIO is now the fifth largest higher education program administered by the Department of Education following Pell, the Stafford Loan Program, College Work-Study and Supplemental Educational Opportunity Grant Programs. As with these financial aid programs, TRIO is authorized under Title IV of the Higher Education Act of 1965. The Congress has consistently supported TRIO and despite seven attempts by the previous administration to slash or eliminate TRIO funding, the programs' appropriation has grown from $147.5 million in Fiscal 1980 to $219.3 million in Fiscal 1989.

TRIO is designed to identify qualified low-income individuals who are in the first generation in their families to attend college (the largest and fastest growing segment of blacks), to prepare and motivate these same students for post-secondary education, to provide supportive services to these students while they are in college, and to motivate and prepare some of them for doctoral studies.

Presently over 1400 TRIO projects are funded at over 850 colleges and universities and 60 community agencies. Together they serve 500,000 students annually. Seventy-three (73) historically black colleges sponsor 140 TRIO programs. Last year projects at historically black institutions received $19.8 million to serve 35,700 students.

Simply put, TRIO programs are intervention efforts that are designed to work in concert with programs of student financial assistance and enable those they serve to overcome academic, social and cultural barriers to higher education. In fact, in the late 1960's and early 1970's, TRIO programs were a principal factor contributing to the momentum that developed to encourage the children of the poor to undertake and persist in the pursuit of baccalaureate degrees. Since the late seventies, a period of significant decline in black enrollments at the postsecondary level, TRIO programs kept the federal commitment to a policy of equal educational opportunity in place--and by so doing, kept a bad situation from getting worse.

Student Support Services

Student Support Services concentrates on students already enrolled in college by providing supportive services such as developmental instruction, tutoring, academic advising, and assistance in obtaining financial aid. It enrolls 152,000 students annually. A 1981 study conducted for the Department of Education by Systems Development Corporation found that students who receive the full range of academic and counseling services provided by Support Services are more than twice as likely to complete their first year of college as students who do not receive these services. The study tracked the performance of 5,800 freshmen enrolled in 58 Student Support Services projects and compared them with a control group of similar students drawn from the same institutions.

Here in Atlanta, the Student Support Services project at Morris Brown--where almost the entire student body meets the program's eligibility criteria--serves 125 freshmen annually but funding limitations prevent the extension of services past the freshman year. Despite the fact that Support Services at Morris Brown target the students at greatest risk, retention of students into the sophomore year exceeds that of the general undergraduate population. Nevertheless project staff are troubled by increases in attrition in subsequent years due, at least in part, to an inability to continue services.

This record of improving upon student retention is also demonstrated at Paine College in Augusta, an institution where 71% of its 580 students qualify for services. There, Support Services retention over the past three years has been at minimum 50% greater than that of the regular student body, and once doubled the retention rate of the general population.

At Marquette University in Milwaukee, Wisconsin, Student Support Services was first funded during the 1970-71 academic year. In the past nineteen years, the program has enrolled 1400 students and has a cumulative retention rate of 59%. Two hundred and thirty-eight (238) students are still enrolled and five hundred and eighty-eight (588) have graduated.

Educational Opportunity Centers and Talent Search

Talent Search was first authorized as a companion to the Educational Opportunity Grant program in the Higher Education Act of 1965. Currently serving 199,000 students, the 178 Talent Search projects address the concern that without early intervention, many disadvantaged students are lost to postsecondary education because they are simply unaware of their educational opportunities and because they do not select appropriate high school courses. The object of Talent Search is to identify, encourage and help able students and their families in focusing on postsecondary opportunities.

Many Talent Search projects place 75 to 80 percent of their high school seniors in postsecondary education. An example: Florida A&M's Talent Search program primarily serves black high school students from rural areas and small towns around Tallahassee. In 1988, 80% of Talent Search seniors entered postsecondary institutions--a rate nearly twice that of all seniors in the 22 high schools where the project works.

Talent Search has historically focused on senior high schools, but a recent initiative of Secretary Cavazos is designed to bring Talent Search services into junior high schools. While the authorizing legislation for the program had always permitted such early intervention, scarce resources had resulted in most projects focusing their attention on high school juniors and seniors.

At the other end of the age continuum are Educational Opportunity Centers which provide services similar to those of Talent Search projects, but which focus on adults. The 41 presently operating EOC's last year provided information on admissions requirements and available aid to 112,700 clients.

According to a report by the House Committee on Education and Labor, together EOC's and Talent Search projects were responsible for placing an estimated 20 percent of all minority freshmen who entered college in 1982.

Upward Bound

The oldest of the TRIO programs, Upward Bound, is now celebrating its twenty-fifth year. Today, 471 Upward Bound programs enroll 34,000 high school students in both summer and academic year programs. A 1981 study by Research Triangle Institute found that overall more than 90 percent of Upward Bound graduates enter institutions of higher learning and that they are more than twice as likely to enroll in four-year institutions as students from similar backgrounds. Four years after high school graduation, Upward Bound graduates were four times as likely to have earned an undergraduate degree as students from similar backgrounds who did not participate in Upward Bound.

A more recent longitudinal study of Upward Bound students at the University of Maryland at College Park found that five years after entering the University, 65 to 68% of Upward Bound graduates had received degrees or were still in college. That compares to 44 to 47 percent of the general incoming college population, who had graduated or were still in school five years later. Only 27 percent of a group similar in socioeconomic background to the group of Upward Bound students had graduated or were still in school five years later.

A similar record of achievement is evidenced at a newer Upward Bound program: Georgia Southern in Statesboro. Funded since 1983, the project has graduated 133 students. Seventy-one percent (71%) have graduated from college or are still enrolled; 95% of the students who complete the program enter college.

Ronald E. McNair Post-baccalaureate Achievement Program

The McNair program was authorized by Congress in the 1986 Reauthorization of the Higher Education Act and first funded by the Department of Education in Fiscal 1989. Named after the black astronaut killed in the Challenger tragedy, McNair works with undergraduates from low-income and minority backgrounds, particularly by involving them in research, to encourage and prepare them for doctoral programs. McNair is small: presently only fourteen grants totalling $1.47 million have been announced.

Concerns of the TRIO Community

Timely notification of TRIO funding by the Department of Education has been an on-going concern to institutions sponsoring TRIO programs. The report language accompanying the 1980 and 1986 reauthorization bills noted that the Congress intends that students and communities rely on TRIO funding and that projects should not be discontinued arbitrarily or abruptly. The NCEOA board has recommended that institutions be advised at least twelve months prior to termination should termination be recommended on the basis of the applicant's proposal score. This would allow the project to assure that, to the extent possible, students continue to receive services from local programs and that TRIO staff have the same assurances of employment as other non-tenured professionals in colleges and universities.

Another area of immediate concern within the TRIO community is the level of funding made available to each TRIO project. While there has been expansion in the number of TRIO projects funded, the individual funding available each institution has been eroded. At the same time expectations regarding impact have increased. To begin or continue projects at funding levels inadequate to accomplish the desired results is simply not cost-effective. Accordingly, in 1988 the NCEOA Board adopted the "base grant concept" establishing levels below which no projects should be funded (except by request of the host institution). These levels are: $237,040 for Educational Opportunity Centers, $125,180 for Student Support Services, $198,140 for Talent Search and $230,690 for Upward Bound. The base grant amounts were calculated using minimum staff sizes necessary to mount an effective program. We have sought acceptance of both the base grant concept and prior year notification from the Department of Education. They are unable or unwilling to implement them and a legislative solution appears to be required.

I sincerely appreciate the opportunity to appear before you today and would be pleased to answer any questions you might have.

Senator **Fowler**. Let me integrate some questions here. On the TRIO Program, Dr. Mitchem, what current, I guess obstacles would be the right word, exist in the current regulations or administration of TRIO Programs? Any obstacles that would prevent an increase in black college participation in TRIO?

Dr. **Mitchem**. There aren't any that I am aware of, but one of the things the Department could do to——

Senator **Fowler**. Besides money.

Dr. **Mitchem**. Yes; surely, to assist black colleges and American Indian colleges and so on, is provide a lot more technical assistance.

Let me give you an example. This year, the Department held one proposal application meeting and that was held in Crystal City, VA at the Hyatt, I guess. I mean, you know, at least there could have been one, regional, you know, one in Atlanta, or Ohio, or whatever, but they didn't, and then more aggressively informing presidents and administrators of the program how to be competitive in getting these grants and that is going to cost them a bundle to do that.

The other thing that I am concerned about to the extent that you and others can put pressure on the Department to, if, indeed, we get any portion of the money that I requested, that they begin to put more money into the existing programs, to beef them up, so that they can do a better job of serving, you know, instead of creating more and more proliferation of programs, let's strengthen the ones we have already got in place.

Senator **Fowler**. The ones you already have in place.

Dr. **Mitchem**. Yes, sir.

Senator **Fowler**. You said, what was it, 5 percent of all eligible students.

Dr. **Mitchem**. That is a very rough estimate, yes.

Senator **Fowler**. Can't enroll?

Dr. **Mitchem**. Because of limitations on funding.

Senator **Fowler**. Thank you very much.

Dr. **Mitchem**. Thank you.

Senator **Fowler**. We welcome Mrs. Marva Tanner, who is the executive director of the Student Financial Services at the finest predominantly black womens, college in the country.

Mrs. **Tanner**. You have just stole my introduction, Senator.

Senator **Fowler**. Well, I have done that three or four times.

Mrs. **Tanner**. You did do that three or four times.

Senator **Fowler**. I want to welcome you, Mrs. Tanner.

STATEMENT OF MRS. MARVA TANNER, EXECUTIVE DIRECTOR, STUDENT FINANCIAL SERVICES, SPELMAN COLLEGE

Mrs. **Tanner**. Thank you very much for allowing me this small amount of time to put in 25 years of stress that I have endured with the Student Financial Services, and I would like to tell you briefly that if that's what you want, I want to thank you, Senator, for the privilege of having taken part in this noteworthy agenda, and I would like to express my deep gratitude to your staff and those that have assisted in pulling this agenda together.

I am also concerned for your continued commitment to financial aid programs and assisting the deserving students. I have had witness with the beginning of high hopes for minority colleges and students with expansion of the Federal Aid Programs over 25 years ago.

My career began in Federal student aid with the enactment of the Higher Education Amendments of 1965 at a large State university, Tennessee State University.

My education and training is intertwined with experience in student financial aid having 9 years of experience at Tennessee State and currently approaching 19 years here at Spelman College.

I thank you and I thank President Cole for the opportunity.

I wanted to briefly share with you and I consider myself having prepared an academic paper and testimony that I have given to the staff members and I do hope that it will be considered and honored.

Senator FOWLER. It will be made a part of the record, your entire statement.

[The statement of Mrs. Tanner follows:]

TESTIMONY

BEFORE

THE SENATE BUDGET COMMITTEE

HEARING ON THE STATE OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND BLACK HIGHER EDUCATION

NOVEMBER 13, 1989

SPELMAN COLLEGE

PRESENTED BY

MRS. MARVA B. TANNER
EXECUTIVE DIRECTOR OF STUDENT FINANCIAL SERVICES
SPELMAN COLLEGE
ATLANTA, GEORGIA

TESTIMONY AT THE U.S. SENATE HEARING
ON
FEDERAL STUDENT FINANCIAL AID

GOOD MORNING SENATOR FOWLER, CONGRESSIONAL ATTENDEES LEWIS, WEEKS, HAYES, FORD, ESPY AND CROCKET. I AM PLEASED TO EXPRESS OUR APPRECIATION FOR YOUR BRINGING THIS UNITED STATES SENATE BUDGET AND COMMITTEE HEARING TO THE LOVELY CAMPUS OF THE NATION'S OLDEST AND LARGEST PRIVATE, UNDERGRADUATE LIBERAL ARTS COLLEGE FOR BLACK WOMEN.

I THANK YOU VERY MUCH FOR THE PRIVILEGE TO BE A PART OF THIS NOTE-WORTHY AGENDA, AND I TAKE THIS OPPORTUNITY TO EXPRESS MY DEEPEST GRATITUDE TO EACH OF YOU FOR YOUR CONTINUED COMMITMENT AND CONCERN FOR FINANCIAL AID PROGRAMS TO ASSIST DESERVING STUDENTS. YOUR PRESENCE IS A TRUE INDICATION OF YOUR COMMITMENT AND SUPPORT.

I AM MARVA B. TANNER, EXECUTIVE DIRECTOR OF STUDENT FINANCIAL SERVICES HERE AT SPELMAN COLLEGE.

HAVING WITNESSED THE BEGINNING OF HIGH HOPES FOR MINORITY COLLEGE STUDENTS FROM THE INCEPTION OF FEDERAL AID TO EDUCATION OVER TWENTY-FIVE (25) YEARS AGO, MY CAREER BEGAN IN FEDERAL STUDENT AID WITH THE ENACTMENT OF THE HIGHER EDUCATION AMENDMENTS OF 1965 AT A LARGE STATE UNIVERSITY FROM WHICH CONGRESSMAN FORD GRADUATED, TENNESSEE STATE UNIVERSITY.

MY EDUCATION AND TRAINING IS INTERTWINED WITH EXPERIENCE IN STUDENT FINANCIAL AID HAVING SERVED NINE YEARS AT TENNESSEE STATE UNIVERSITY AND CURRENTLY APPROACHING NINETEEN YEARS HERE AT SPELMAN COLLEGE, PROMOTING AND SUPPORTING THE PHILOSOPHY THAT NO NEEDY, WORTHY APPLICANT BE DENIED THE PRIVILEGE TO ENROLL AND REMAIN AT THIS COLLEGE, DUE TO A LACK OF RESOURCES.

GENTLEMEN, LET ME PROUDLY SHARE WITH YOU A FACT THAT IS OF NATIONAL ACCLAIM: FOR THE SECOND CONSECUTIVE YEAR SPELMAN COLLEGE HAS BEEN SELECTED AS A LEADING SCHOOL IN **U.S. NEWS & WORLD REPORT MAGAZINE'S** ANNUAL RANKING OF THE NATION'S TOP COLLEGES AND UNIVERSITIES. IN THE 1989 LISTING, TEN SCHOOLS WERE SELECTED FROM THE SOUTH, THE NORTH, THE MIDWEST AND THE WEST. WITH AN OVERALL RANKING OF 98.2, SPELMAN IS THE HIGHEST RANKING NUMBER TWO SCHOOL IN THE NATION AMONG THE REGIONAL LIBERAL ARTS COLLEGES.

IF YOU WILL BEAR WITH ME AGAIN, I WOULD LIKE TO BRIEFLY SHARE A FEW HIGHLIGHTS ABOUT OUR ENROLLMENT OF ENTERING FRESHMEN. FIRST, THAT SPELMAN COLLEGE HAS A RETENTION RATE OF MORE THAN 64%. THIS INFORMATION IS SUPPORTED BY STUDIES OF ENTERING FRESHMEN BEGINNING WITH THE 1984 CLASS YEAR. SECONDLY, OUR STUDENTS COME FROM VARIED BACKGROUNDS--SOME WITH TOTAL NEED--SOME WITH RELATIVE NEED. THIS YEAR, OUR FRESHMEN CLASS, THE GRADUATING CLASS OF 1993, IS ONE OF THE STRONGEST CLASSES TO ENROLL. THEY HOLD THE HIGHEST SAT AVERAGE OF ANY CLASS RECORDED HERE WITH SOME FORM OF AID BEING GRANTED TO EIGHTY-THREE PERCENT (83%) OF THE TOTAL CLASS SIZE OF FOUR HUNDRED SEVENTY THREE (473). THESE YOUNG WOMEN WERE ENCOURAGED TO ENROLL AND REMAIN HERE WITH HIGH HOPES OF THINGS GETTING BETTER FOR THEM AND THEIR FAMILIES AS WE GO INTO A REAUTHORIZATION PERIOD AND AS A RESULT OF THEIR EXPOSURE TO THE QUALITY EDUCATION THAT SPELMAN COLLEGE OFFERS AND CONTINUES TO FOSTER.

WITH THIS ACCLAIM, HOWEVER, I WOULD LIKE TO INFORM YOU THAT OUR CAMPUS-BASED FINANCIAL AID, NAMELY, THE SEOG PROGRAM, THE PERKINS LOAN PROGRAM (FORMERLY NDSL), AND THE COLLEGE WORK STUDY PROGRAM, ALL PROGRAMS ADMINISTERED BY THE COLLEGE HAVE WITNESSED VERY LITTLE OR NO GROWTH DURING THE 1980'S. AT SPELMAN COLLEGE, I MANAGED THE SAME ALLOCATION LEVEL FOR FOUR (4) CONSECUTIVE YEARS WITH NO CHANGE. A SLIGHT INCREASE OCCURED DURING FISCAL YEARS 1986, 1987, 1988 AND 1989 FLUCTUATING UP AND EVENTUALLY DOWN, IN FACT, REVERTING IF THE PROGRAM AWARD LEVELS WERE ADJUSTED FOR INFLATION, THEN THERE WOULD BE A DECLINE IN REAL DOLLARS AVAILABLE IN THESE PROGRAMS FOR AID TO OUR STUDENTS.

THIS ROLLER-COASTER EFFECT BROUGHT ON DRASTIC CHANGES IN HOW OUR STUDENTS FUNDED THEIR EDUCATION. THEY SOUGHT ALTERNATIVE RESOURCES. STUDENTS AND THEIR PARENTS JOINED INSURANCE PROGRAMS AND SCHOLARSHIP SEARCH PROGRAMS WHICH BEGAN TO CROP UP IN THE SOUTH. FAMILIES WERE EXTREMELY HARD TO CONVINCE THAT THIS WAS NOT THE ROUTE TO TAKE. MANY SOUTHERN BANKS HAD STRINGENT REQUIREMENTS AND THE AID ADMINISTRATORS BECAME CULPRITS OF "CUTTING THEIR AID", ALONG WITH THE PREVIOUS ADMINISTRATION.

THE HISTORICALLY BLACK COLLEGES CANNOT AFFORD FURTHER RESTRICTIONS OF THE EDUCATIONAL OPPORTUNITIES FOR OUR STUDENTS WHO MEET THE REQUIREMENTS OF PROGRAMS AVAILABLE TO THEM. BASED ON MY LIMITED RESEARCH I HAVE CONCLUDED THAT A LARGE MAJORITY OF STUDENTS ON HISTORICALLY BLACK COLLEGE CAMPUSES ARE RECEIVING FINANCIAL AID FUNDS PROVIDING THAT FUNDS ARE AVAILABLE.
THE PERKINS LOAN, SEOG AND COLLEGE WORK STUDY ARE HIGHLY IMPORTANT TO OUR STUDENT POPULATION. FOR EXAMPLE, AT SPELMAN COLLEGE DURING THE 1988-89 ACADEMIC YEAR WE WERE ONLY ABLE TO PROVIDE ASSISTANCE TO TWENTY-THREE (23%) OF THE TOTAL ENROLLMENT OF SEVENTEEN HUNDRED FORTY-TWO (1742) FROM PERKINS LOAN, SEOG AND COLLEGE WORK-STUDY PROGRAMS.

WE APPLAUD THIS OPPORTUNITY TO REAUTHORIZE FEDERAL STUDENT FINANCIAL AID TO MEET THE NEEDS OF THE STUDENTS THAT WE SERVE. HOWEVER, WE IN THE PROFESSION ASK THAT YOU WOULD EXAMINE THE STRESS FACTORS INVOLVED IN DOING THE JOB WITH SO LITTLE FOR SO LONG.

HISTORICALLY BLACK COLLEGES ARE NOT PROUD OF THE TIERED APPROACH IN DEALING WITH THE STUDENT LOAN DEFAULT PROBLEM AT POST-SECONDARY INSTITUTIONS. EVEN WITH A DEFAULT RATE THAT IS LESS THAN WHAT IS CONSIDERED NECESSARY FOR STRINGENT REDUCTION MEASURES. MANY OF THE HISTORICALLY BLACK COLLEGES WOULD HOPE TO SEE SOME OF THE RESPONSIBILITY DIRECTED TO THE LENDER AND THE CONSUMER WHO RECEIVES THE BENEFITS AND SERVICES. ALL PARTIES SHOULD SHARE THE RISK.

IT IS A PLEASURE TO SEE THAT ONE OF THE OBJECTIVES OF REAUTHORIZATION WILL BE TO ENSURE THE ELIMINATION OF UNNECESSARY PAPERWORK. THIS IS WELCOMED BY THE STUDENTS, THE PARENTS, AS WELL AS THE OFFICE STAFF WHO SERVES THEM.

CONSEQUENTLY, I MUST GET TO THE STUDENT AID ISSUES AS REQUESTED FOR COMMENTS AS PRESENTED BY THE OFFICE OF POSTSECONDARY EDUCATION. THEY ARE AS FOLLOWS:

FINANCING: THE QUESTION IS WHAT IS THE ROLE OF STUDENTS AND THEIR FAMILIES IN THE FINANCING OF HIGHER EDUCATION?

AN OVERALL RESPONSE FOR THE FINANCIAL AID ARENA IS EARLY PLANNING ON THE PART OF THE FAMILY. MANY PRODUCTIVE PLANS AND PRESENTATIONS HAVE BEEN HELD IN ALL REGIONS WITH CONCENTRATED EFFORTS BY FINANCIAL AID OFFICES, ECONOMISTS AND FAMILY PLANNERS TO EDUCATE PARENTS BEGINNING WITH THE BIRTH OF A SIBLING. THE PLANS WHICH INCLUDE SAVINGS, PRE-PAYMENT OF TUITION AS AVAILABLE IN CERTAIN STATES COULD BE VERY BENEFICIAL AND REWARDING. I WOULD SUGGEST THESE TYPES OF PROGRAMS BE PUT INTO PLACE AND UTILIZED AS APPROPRIATE.

GIVEN THAT CURRENT PROGAMS DO NOT AND PROBABLY WILL NOT ADEQUATELY SERVE THE STUDENT POPULATION AT HISTORICALLY BLACK COLLEGES PLANNING ON THE PART OF THE FAMILY IS OF THE UTMOST IMPORTANCE.

MERIT-BASED AID: SHOULD NOT BE A PART OF THE BUSINESS OF THE FEDERAL GOVERNMENT IF NEED AND ACCESS ARE TO BE MAINTAINED AS FACTORS FOR DISTRIBUTING FEDERAL FINANCIAL ASSISTANCE.

THE MAJOR QUESTION IN THIS ISSUE IS ACTUALLY SHOULD THE FEDERAL GOVERNMENT SET STANDARDS FOR ACADEMIC ACHIEVEMENT AS WELL AS PERSISTENCE, NEED AND ENTITLEMENT.

RESPONSE FROM THE FINANCIAL AID ARENA IS THAT THIS TYPE OF AID IS AT BEST AWARDED AND GOVERNED AT THE LEVEL WHERE THE RECIPIENT IS IDENTIFIED EARLY IN THE DECISION TO OFFER IT AND THAT IS AT THE INSTITUTIONAL LEVEL.

NEED ANALYSIS: "HAS ALREADY PROVEN THAT IT HAS THE CAPABILITY TO SORT OUT THE EXTREMELY POOR STUDENTS," AS INDICATED BY JAMES MOORE IN HIS RESPONSE TO THE COSTS OF HIGHER EDUCATION: WHO PAYS AND WHO SHOULD PAY?

THESE STUDENTS WERE IDENTIFIED IN THE 1965 COLLEGE WORK-STUDY POPULATION, A PROGRAM ORIGINALLY AUTHORIZED BY THE ECONOMIC OPPORTUNITY ACT OF 1964, BUT TRANSFERRED BY STATUTORY AUTHORITY TO PART C, TITLE IV OF THE HIGHER EDUCATION ACT OF 1965, WITH AMENDMENTS IN 1968, 1972, 1976, 1980 AND 1986.

THEREFORE, NEED ANALYSIS AS A SYSTEM HAS FURTHER PROVEN THAT MEASUREMENT OF HOW MUCH PARENTS AND STUDENTS CONTRIBUTE MUST REMAIN FREE OF MANIPULATION BY ANY FORM OF GOVERNMENT.

IT IS IMPORTANT TO NEEDY FAMILIES TO BE SERVICED BY A SYSTEM THAT IS OBJECTIVE, EQUITABLE AND SENSITIVE TO THEIR INDIVIDUAL NEEDS, AND IT IS FURTHER IMPORTANT TO MAINTAIN AN AVENUE FOR ASSURANCE OF INTEGRITY.

AS TO THE GSL DEFAULT REDUCTION, I HAVE INDICATED EARLIER THAT THE RISK SHOULD BE SHARED AMONG ALL PARTIES IN THE PROGRAM. CONSIDERATION MUST BE GIVEN TO THE FACT THAT MANY OF OUR HISTORICALLY BLACK COLLEGE STUDENTS ARE POOR AND BEGIN LIFE AT A DEFICIT.

> MANY OF OUR STUDENTS DESIRE TO CONTINUE THEIR PURSUIT OF EDUCATION THROUGH GRADUATE AND PROFESSIONAL TRAINING. HOWEVER, MANY OF OUR STUDENTS ARE DISCOURAGED FROM CONTINUING THEIR EDUCATIONAL PROCESS BECAUSE OF THE SIGNIFICANT AMOUNT OF DEBT THEY ARE REQUIRED TO TAKE ON AT THE JUNIOR AND SENIOR LEVELS IN UNDERGRADUATE AND IT IS AT THAT LEVEL THAT MERIT-BASED AID WOULD BE MORE APPROPRIATE. THERE WOULD BE AN INCENTIVE TO CONTINUE GRADUATE AND PROFESSIONAL STUDIES WITHOUT THE HEAVY DEBT BURDEN ACCUMULATED AT THE UNDERGRADUATE LEVEL.

THANK YOU FOR ALLOWING ME TO TESTIFY BEFORE THIS COMMITTEE. I SINCERELY HOPE THAT SOME OF WHAT HAS BEEN SHARED WILL BE USEFUL AS YOU CONSIDER THE REAUTHORIZATION OF THESE FINANCIAL AID PROGRAMS ... PROGRAMS THAT SIGNIFICANTLY BENEFIT STUDENTS AT HISTORICALLY BLACK COLLEGES.

Mrs. **Tanner**. I wanted to share and I am sure you have heard that Spelman College, where I have been employed, is considered for the second year as having been selected a leading school, as reported by the U.S. News & World Report Magazine's annual ranking of the Nation's top colleges and universities. In the 1989 listing, 10 schools were selected from the South, the North, the West and the Midwest. With an overall ranking of 98.2, Spelman is the highest ranking number two school in the Nation among the regional liberal arts colleges. I wanted to share that with you, and there isn't anything in the world that I would like to—

Senator **Fowler**. We don't have very long, Ms. Tanner, simply because we have got to end this at 12.

Mrs. **Tanner**. OK.

Senator **Fowler**. I want you to help me out, but we will have all of your statistics presented in the record, but I want you to, since you are my one expert here.

Mrs. **Tanner**. Very good.

Senator **Fowler**. On the on-line problems with the Student Financial Aid Program, and so let's just don't worry about your formal testimony for a minute, I want you to tell me what you think needs to be done that would make applying for Federal aid for students simpler. I want you to tell me, if you could, if you could make just one change in the five major Federal Student Assistance Programs that you see and that we administer, if I could do that in the upcoming reauthorization, what changes would you make? I need your on-line experience.

Mrs. **Tanner**. All right, sir. Thank you, Senator. I have made some written comments that I could share with you in reference to what change I would make in that effort.

If I were to make a change or given the opportunity, I would like to make a change in the funding of assistance to the upper level students in terms of grants and loans, especially the upper level as considered juniors and seniors who have proven to the system in their articulation that they are capable of understanding the mandates and penalties of loan repayment and default.

We cannot emphasize enough the fact that these are the students that have suffered the longest, that came into this world with a deficit, and, therefore, they need the educational training in reference to default.

I would take the up-front grant and give aid for the freshman and sophomore year and perhaps move into the loans for the junior and senior levels in order to assure that they can move into graduate and professional schools after leaving the undergraduate school.

Senator **Fowler**. Now what does that do to the freshmen and sophomores?

Dr. **Wilson**. What it does to the freshmen and sophomore is prove to them that as they continue to persist, they will be rewarded in their junior and senior level.

Senator **Fowler**. Please continue.

What about, we have a lot of students come in our office saying it is just too complicated and tough and they don't know how to apply for Federal, or excuse me, aid. What moneys are available, have you had that experience at Spelman and what are the problems there and what are your suggestions?

Mrs. **Tanner**. That has been one of the early factors that has been very stressful in trying to educate the families, not just the students themselves. Early college training has been a focus of the financial aid arena for more than 3 years now. The economists, planners and financial aid officers have convened without and within the region without any input from families but hoping to provide information that could educate the families. In other words, the timeliness of the paper work that is involved in applying for aid is one of the efforts of the financial aid office and we know that would help in the reduction in paper work. That would be one of the most important things to education and training and the technical assistance that could be provided.

Senator **Fowler**. A number of people have suggested to me in various forms that we consider, and I will start with you, Mrs. Tanner, but also if there is a comment from either Drs. Wilson or Mitchem, that we make the Pell Grant Program an entitlement program as a way specifically, as you have suggested, of reducing student defaults, increasing access to minority student participation and I guess, especially since what I have heard here this morning from all the presidents and from you too, as a way to increase the likelihood that they will go on to professional, or pursue some kind of graduate degree. Mrs. Tanner, what are your thoughts on that concept of the Pell grant entitlement?

Mrs. **Tanner**. I think my thoughts and those are the sentiments of some of those in the profession is that the entitlement of the Pell grant has been existing already, the problem lies in the efforts to reduce the defaults in loans and that has been the problem with the Pell grant that it has not been fully funded due to the large amount of defaults in the Student Loans Program.

As far as making access or increasing access for minority students and identifying those students that are needy, I think that has already been proven in the capability to sort out the extremely poor students. They were identified in the 1965 College Work Study Population, and if eligibility and entitlement is going to be considered, the concept is certainly there.

Senator **Fowler**. How many students have received Federal student aid at Spelman?

Mrs. **Tanner**. At Spelman College, we have 23 percent reported in our past fiscal application and report for the 1988-89 academic year. We were only able to provide campus based financial aid to 23 percent of the enrollment of over 1,700 last year. However, in the Pell Grant Program, we have more than 50 percent and in the Stafford Loan Program, we have more than 60 percent, and so unduplicated count was 23 percent or more than 400 and some odd students that participated.

Senator **Fowler**. Do you happen to know, I do want to go back to Pell grants, but do you have any idea of what the average loan indebtedness is for Spelman graduates?

Mrs. **Tanner**. I have looked at that information and including the Perkins loan, Stafford loans, the previous guaranteed loan program and the SEOG loan, our students last year left with an average of over $14,000 indebtedness.

Senator FOWLER. Did either of you want to comment on that question of making Pell grant entitlements?

Dr. MITCHEM. I would join in the idea of making the program entitlement and I would also submit, Senator, that if and until we do, we are going to continue to have serious problems with the Stafford Loan Program in terms of default, but the current, right now, the Staff Loan Program is being used as an access program. In 1965, when it was authorized, I think that was the intention.

I don't think Pell has ever been frankly a pure or true entitlement, which it is clearly a semi-entitlement program until the ominous Reconciliation Act came along in 1980–81, but I certainly support the idea of Pell being entitlement. I think that is part of the answer in terms of the default problem.

But, also, more importantly to give low-income individuals a clear assurance that the Federal Government will indeed pay a substantial portion of their costs if indeed they are successful enough to get to a college.

Dr. WILSON. Another brief comment, Mr. Chairman, I too agree that the Pell grant should be an entitlement, but I would also stress that their values should increase to keep up with inflation. College tuitions have increased beyond inflation for the past 8 years and the Pell grant has only increased twice during that time, so that the amount of tuition covered by the Pell has declined and it has required more loan.

I would also agree with Mrs. Tanner and with Dr. Ponder, his phrase was front loading, since over 50 percent of African-American students who drop out do so in the first year, front loading student aid, particular a grant, would help to reduce that as well as the other programs that have been described.

Senator FOWLER. Well, let's turn to our last witness to whom all of this activity is directed. This is Miss Katrina Denson, who is a student at Albany State, but I think we ought to tell everybody that you are a freshman, aren't you?

Ms. DENSON. Yes, I am.

Senator FOWLER. But Katrina is a Marshall scholar and was the salutorian at Jordan High School in Columbus, GA. So, we welcome you, Ms. Denson. I will let you react to anything you have heard or while you have got center stage, tell me how to run the country. [Laughter.]

STATEMENT OF MISS KATRINA DENSON, STUDENT, ALBANY STATE COLLEGE

Miss DENSON. There is no place I had rather be than in the United States of America. This is a country where a family can survive, a family like my family, a typical black family in the sense that we are just an average family.

Good morning to you, Honorable Senator Fowler, and members of the U.S. Senate Budget Committee. Thank you for the opportunity to come before you this morning. I consider it an honor to represent the black youth of America and black colleges.

There is no place I had rather be than in the United States of America, where a young black girl, Katrina Denson, was born to a young mother who was a junior in high school. Reflect with me, if you will, about how this young 11th grade mother had to drop out of high school to support the both of us. Reflect with me, if you will, about a young black mother who is a child herself trying to raise a child and that young mother has no skills, knowledge or experience. Imagine the struggles of trying to survive. The only thing that we had an abundance of was love. There was plenty of love from my mother and grandmother. They wanted to do more for me, but they lacked the skills necessary to adhere to the needs and understanding of a true scholar. Imagine when I wanted to be president of a club instead of just a general member, all they could ask was why? Imagine when I wanted to accomplish certain tasks that no one else would even try, all they could ask was why? My response was that "God has blessed me with these talents, abilities to lead and to help others; therefore, I must try to apply myself and do all that I can whenever and wherever I am needed." Imagine trying to explain that the bottom is full, there is no room at the bottom for me. Imagine trying to explain to people who do not understand.

There is no place I had rather be than in America where a young black girl born in poverty can set goals for herself and work extremely hard to achieve them. Reflect with me, if you will, about a young black girl reaching high school and participating in the College Preparatory Program and graduating number two in a class of 175 with an "A" average, at Jordan High School, in Columbus, GA, and imagine this young scholar holding a part-time job, being president of the Key Club and Foreign Language Club; Editor of the School Newspaper; being vice president of the National Honor Society and Arrive Alive Clubs and still finding time to volunteer for the American Heart/Lung Association and the March of Dimes, and can you believe that this young lady was named to Who's Who Among American High School Students and received many other scholastic and academic awards?

There is no place I had rather be than in America, where a young person can have dreams and choices, where a young person from the kind of background just described can dream about attending college, can dream about being the first member of the family to get a college degree, can dream about setting examples and become a role model for her peers, can dream about encouraging others and increasing the number of blacks graduating from college, can dream about setting examples for black youths of the world.

There is no place I had rather be than in America, where a young person has the opportunity to hope for a drug-free society, to hope for a decrease in the number of person being imprisoned for illegal acts, to hope for a decrease in the number of children having children and to hope for an expect a successful life for everyone regardless of the obstacles.

There is no place I had rather be than in America, where a young black person has a choice about the college she attends, where a young person can investigate the possibilities of a quality education, where the young person can compare the advantages of the black college to that of a large university, where the young underprivileged person can get that good education on a personal level at a nominal cost.

My godmother, Ms. B.J. Thomas, attended Albany State College, and she told me that at Albany State all the students knew each other, that the teachers there knew their students and that if I needed that extra tutoring, they would be there for me. She also told me that Albany State had done an outstanding job for her and she went on to name other teachers in Columbus who were graduates of Albany State. At first, that did not phase me because I was too busy concentrating on the present to focus on the future. Choices would be made when the time came.

There is no place I had rather be than in America since now it is decision time and this young black lady must make those choices and focus on the future. If I had to pinpoint that one person who influenced my decision to attend Albany State College, that person would be Mrs. Dorothy Hubbard, registrar at Albany State College. Can you believe that she telephoned me and asked if I had made my decision about the college I wanted to attend? I had not. She told me that when she was deciding to attend college she was having basically the same problems, that if she had not attended Albany State as an undergraduate student, she would ~~not~~ have survived at a graduate school at a large university. She told me about the small classes, the one to one relationships of the students and instructors in the classes and about the good education she and many others had received. She mentioned how so many of Albany State College graduates had gone on to become medical doctors, lawyers, politicians, teachers and that one young lady who graduated from Albany State had had a television documentary made about her life. She also told me that there was another scholarship that I could apply for known as the Thurgood Marshall Scholarship.

There is no other college I had rather attend than Albany State College. I took this as my sign from God. Can you believe that Mrs. Hubbard, who did not even know me, was concerned about me? There must have been other students who qualified for this scholarship, and she probably called all of them too, but I just knew that this was my clue from God. Jumping with joy, I started to think that both Ms. Thomas and Mrs. Hubbard had talked about the small classes, and how instructors cared about you and how the environment was like home, and how I would get the attention I needed, and I even had the chance to be the first Thurgood Marshall Scholar.

I completed the application for the scholarship, returned it to the college and prayed. I might also add that even though I am only a first quarter freshman, I am finding out that many of the things which I was told about Albany State College was true.

There is no place I had rather be than in America, where a young person can reach her goal in life to pursue a career in the medical field, with a degree in nursing and pharmacy; where a person can render services to people with mental, physical, and social problems and can care for people who are unable to care for themselves.

There is no place I had rather be than in America, where a young black Katrina Denson, born in a single parent family, who is the first in her family to attend college, can stand before you, this august U.S. Senate Budget Committee, and testify about the needs of the Historically Black Colleges and Universities, to be able to say to you that I need Albany State College because I am getting a good education and the people there care about me, they can relate to me because many of them have had similar problems.

There is no place I had rather be than in America, where Katrina Denson is an example of the many needy young Americans who would ask you to fund Pell grants at a level where every student will have an opportunity to get an education. Katrina Denson stands before you asking you to fund ROTC programs in this Nation and in black colleges so that you have more black officers in the U.S. Armed Forces.

Katrina Denson stands before you this morning asking that you suggest innovative ways to match funds with industry for more Thurgood Marshall Scholarships.

Katrina Denson stands before you as a living example of what one can accomplish if given the opportunity, to invest in America's future, invest in education.

Upon my completion of pharmacy school, I will be commissioned as a captain in the U.S. Army. I will serve my country and give back to Albany State College, my country, my State, and my community to show appreciation to all for what has been done for me, for there is no place I had rather be than in America.

Thank you for the opportunity to testify.

Senator **Fowler**. You haven't decided, Katrina, that your ultimate goal is to be a U.S. Senator, have you? [Laughter.]

Thank goodness. I think you could make it. Thank you for your excellent testimony and we all wish you great success.

[The prepared statement of Ms. Denson follows:]

Can you Imagine the Life of Katrina Denson?

There is no place I'd rather be than in the United States of America. This is a country where a family can survive, a family like my family, a typical black family in the sense that we are just an average family.

There is no place I'd rather be than in the United States of America, where a young black girl, Katrina Denson was born to a young mother who was a junior in high school. Reflect with me if you will about how this young 11th grade mother had to drop out of high school to support both of us. Reflect with me if you will, about a young black mother who is a child herself trying to raise a child and that young mother has no skills, knowledge or experience. Imagine the struggles of trying to survive. The only thing we had an abundance of was love. There was plenty of love from my mother and grandmother. They wanted to do more for me, but they lacked the skills necessary to adhere to the needs and understanding of a true scholar. Imagine when I wanted to be President of the club instead of being a member all they could ask was why? Imagine when I wanted to accomplish certain tasks that no one else would try, all they could ask was why? My response was that "God has blessed me with these talents, abilities to lead and to help others; therefore, I must try to apply myself and do all that I can whenever and wherever I am needed." Imagine trying to explain that the bottom is full, there is no room at the bottom . . . imagine trying to explain to people who do not understand.

There is no place I'd rather be than in America where a young black girl born in poverty can set goals for herself and work extremely hard to achieve them. Reflect with me if you will about a young black girl reaching high school and participating in the College Preparatory Program and graduating No. 2 in a class of 175 with an "A" average, at Jordan High School in Columbus, Georgia and imagine this young scholar holding a part-time job, being President of the Key Club and Foreign Language Club; Editor of the School newspaper; being Vice President of the National Honor Society and Arrive Alive Clubs and still finding time to volunteer for The American Heart/Lung Association and the March of Dimes . . . and can you believe that this young lady was named to Who's Who Among American High School Students and received many other scholastic and academic awards?

There is no place that I'd rather be than in America . . . where a young person can have dreams and choices, where a young person from the kind of background just described can dream about attending college, can dream about being the first member of the family to get a college degree, can dream about setting the examples and becoming a role model for her peers, can dream about encouraging others and increasing the number of blacks graduating from college, can dream about setting examples for black youths of the world...

There is no place I'd rather be than in America, where a young person has the opportunity to hope for a drug free society, to hope for a decrease in the number of persons being prisoned for illegal acts, to hope for a decrease in the number of children having children and to hope for and expect a successful life for everyone regardless of the obstacles.

There is no place I'd rather be than in America where a young black person has a choice about the college she attends . . . where a young person can investigate the possibilities of a quality education, where the young person can compare the advantages of the black college to that of the large university, where the young underprivileged person can get that good education on a personal level at a nominal cost. My Godmother, Ms. B. J. Thomas, attended Albany State College, and she told me that at Albany State all the students knew each other, that the teachers knew their students and if I needed that extra tutoring they would be there for me. She also told me that Albany State had done an outstanding job for her and she went on to name other teachers in Columbus who were graduates of Albany State. At first, that did not phase me because I was too busy concentrating on the present to focus on the future. Choices would be made when the time came.

There is no place I'd rather be than in America because now it is decision time and this young black lady must make those choices and focus on the future. If I had to pin point the one person who influenced my decision to attend Albany State College, that person would be Mrs. Dorothy Hubbard, Registrar at Albany State College. Can you believe that she telephoned me and asked if I had made a decision about the college I wanted to attend? I had not . . . She told me that when she was deciding to attend college she was having basically the same problems, that had she not attended Albany State as an undergraduate student she would not have survived in graduate school at a large university. She told me about the small classes, the one to one relationships of students and instructors in the classes and about the good education she and many others had received. She mentioned how so many of Albany State College graduates had gone on to become medical doctors, lawyers, politicians, teachers and that one young lady who graduated from Albany State had had a TV documentary made about her life. She also told me that there was another scholarship that I could apply for known as the Thurgood Marshall Scholarship.

There is no other college that I'd rather attend than Albany State College. I took this as a sign from God . . . Can you believe that Mrs. Hubbard who did not even know me was concerned about ME. There must have been other students who qualified for this scholarship, and she probably called all of them too, but I just knew that this was my clue from God . . . jumping with JOY, I started to think that both Ms. Thomas and Mrs. Hubbard had talked about the small classes, and how instructors cared about you and how the environment was like home and I would get the attention I needed and I even had the chance to be the first Thurgood Marshall Scholar. I completed the application for the scholarship, returned it to the College and prayed . . . There is no place I'd rather be than in America where a young person can reach her goal in life to pursue a career in the medical field, with a degree in Nursing and Pharmacy; where a person can render services to people with mental physical and social problems and can care for people who are unable to care for themselves.

There is no place I'd rather be than in America, where a young black Katrina Denson, born in a single parent family, who is the first in her family to attend college can stand before you this august United States Senate Budget Committee and testify about the needs of the historically black colleges and universities, to be able to say to you that I need Albany State College because I am getting a good education and the people there care about me, they can relate to me because many of them have had similar problems.

There is no place I'd rather be than in American where Katrina Denson is any example of the many needy young Americans who would ask you to fund Pell Grants at a level where every student will have an opportunity to get an education, Katrina Denson stands before you asking you to fund ROTC programs in this nation and in black colleges so that you have more black officers in the United States Armed Forces.

Katrina Denson stands before you this morning asking that you suggest innovative ways to match funds with industry for more Thurgood Marshall

Scholarships.

Katrina Denson stands before you as a living example of what one can accomplish if given the opportunity, invest in American's future . . . INVEST IN EDUCATION . . . Upon completion of Pharmacy School, I will be commissioned as a Captain in the United States Army, I will serve my country and "give back" to Albany State College, my country, my state and my community to show appreciation to all for what has been done for me . . For there is no place I'd rather be than in America.

Thank you for the opportunity to testify.

Senator FOWLER. Ladies and gentlemen, thank you very, very much for your participation.

Our final witness is Mr. Robert K. Goodwin, executive director of White House Initiatives on Historically Black Colleges and Universities.

Mr. Goodwin, let me say to you sincerely and respectfully that I am very delighted to have you in attendance today, as the executive director of the Office of White House Initiatives. I do though think it would be, and I must say I want you to take it back to them that I asked the administration to provide a witness today who was responsible for policy initiatives in the area, this area we have been discussing all day, so that we could continue to learn together as we try to have a better policy to help Historically Black Colleges and Universities. I regret the administration did not see fit to do so.

We are very pleased to have you as the on-line responsibility to manage the programs that we do have and we are delighted to hear a summary of your testimony this morning.

STATEMENT OF ROBERT GOODWIN, EXECUTIVE DIRECTOR, WHITE HOUSE INITIATIVE ON HBCU's

Mr. GOODWIN. Thank you, Senator, and I do appreciate the opportunity to represent Secretary Cavazos, and the assistant secretary, Dr. Leonard Haynes, who has some additional experience in this area. I hope to shed some light on what the Department of Education, generally, and the WHI Office, specifically is doing in terms of enhancing programs that serve this body of students.

I won't go through some of the statistical information which has already been presented and substantiated, the point of what a vital treasure these institutions provide to the educational landscape of the country.

I would say that it was for the reasons that many of the witnesses have already testified that President Bush just after his election did meet very early on with the presidents and chancellors of HBCU's to discuss the formation of an effective Federal intervention strategy.

As a result of those discussions, the Executive Order 12677 was issued by the President in April of this year. The Executive order directs the heads of Federal departments and agencies to increase participation by HBCU's in federally funded programs. This Executive order designates the Secretary of Education as the lead cabinet member responsible for coordination and implementation of this Federal effort.

The Executive order also provides for the continued maintenance of the Office of the White House Initiative on HBCU's, which, as you indicated, I do direct. The 27 Federal departments and agencies identified as having the most significant programs for institutions of higher education have been designated to participate in this initiative and, in addition to those provisions mentioned above, the Executive order calls for five, we think, primary and significant activities.

The first is the establishment of a Presidential Advisory Board on HBCU's, whose members, we believe, will be appointed sometime within the next 60 days.

Second, it directs the Secretary of Labor to increase the role of the Department of Labor in HBCU initiatives.

Third, it provides for direct involvement by the Director of the White House Office of National Service.

Fourth, it instructs the Director of the Office of Personnel Management, in conjunction with the Secretaries of Labor and Education, to develop a program to improve the recruitment of graduate and undergraduate HBCU students in part-time intern and summer Federal positions.

And, fifth, directs the White House Initiative Office, the Office of National Service, and the Presidential Advisory Board on HBCU's to encourage increased private sector support to strengthen HBCU's.

The Executive order also directs the Secretary of Education to collect from these different designated agencies and departments information regarding their efforts to strengthen HBCU's and to eliminate unintended barriers to increase their participation in their programs.

This Executive order supersedes the previous Executive order issued by Former President Ronald Reagan in September 1981. That Executive order resulted in consistent annual increases in Federal agency support for HBCU's. In 1981, that support was just at $550 million and this past fiscal year, that support was just over $700 million. During that same period on a per student basis, Federal expenditures increased from $2,464 to some $3,145 for students attending black colleges. Federal support for students at all institutions of higher education rose during that period from $814 to just over $1,000 per student.

Prior to the beginning of each fiscal year, our office is charged with the responsibility of producing an annual plan which essentially tells what these agencies intend to do to support HBCU's during the coming year. At the end of each year, we also compile reports called annual performance reports which represents something of a "report card" for documenting what, the agencies have done for HBCU's.

To serve the Secretary of Education in implementing the President's initiative on HBCU's, our staff also maintains ongoing communications with the presidents and chancellors of these institutions, as well as representatives from private sector corporations.

Our staff works closely with these designated representatives from each of the agencies to coordinate their respective efforts under the Executive order.

I won't go into——

Senator FOWLER. Let me interrupt you there, Mr. Goodwin, if you don't mind.

Mr. GOODWIN. Sure.

Senator FOWLER. I got a report recently from the Regional Congressional Service that shows that some, it is on the point that you are making, that some Federal agencies contribute a significant portion of their higher educational budget to Historically Black Colleges and Universities and other agencies contribute very little.

Can't we do something about that? Wouldn't that fall under your office to see if we can coordinate and distribute that?

Mr. GOODWIN. It certainly would and that is our intent. I made reference to a couple of things that we are currently doing to try to increase those numbers. I think you are referring to statistics which indicate that some of the smaller dollar agencies actually expend as much as 10 percent of their total high education budget to support programs, where some of the large agencies contribute far less, in terms of 1 or 2 and upwards to 5 percent.

To deal with that question in greater detail let me skip ahead of my written testimony to simply point out that what we are currently trying to coordinate the efforts of those agencies that have similar interests and missions. For example, in the hi-tech area, we are developing a Task Force with those agencies which principally fund math and science education activities, research and development activities, such as NASA and Defense and NSF and the Department of Energy and NIH, to talk about how their respective activities might be better coordinated and actually support and complement one another.

It has been our understanding that to date many of these agencies don't really talk with one another so that they are not really, therefore, aware of how other program activity might in fact be strengthened as a result of better coordination. We are attempting to do that in the economic development area as well.

We have formed a task force with those agencies that have a goal of economic and business development such as the Small Business Administration, the Economic Development Agency, the Minority Business Development Agency, HUD because of their interest in enterprise zones and community development block grants and so forth to talk about, again, how there might be better coordination, perhaps leveraging of agency dollars that might even be merged with State and local and private dollars, so that many of our institutions might be able to develop entrepreneurship institutes, offer technical assistance to their respective communities, provide small business incubators and those kinds of services that would strengthen the economic development of their respective communities.

So, in short answer to your question, perhaps more can be done to try to get larger percentages of dollars, and an increase in absolute dollars from some of the larger agencies than we are currently.

Senator FOWLER. Well, let me just ask you one specific question. You have heard all of the testimony this morning, what can the Federal Government be doing, what role can we play with the specific problem that was pointed out over and over this morning of assisting, for instance, the development of more minority scientists and engineers?

Mr. GOODWIN. Well, again, this type of institution obviously has a significant role to play. I think we all appreciate the fact that a large percentage of the current black middle class has come from these institutions and so there is a track record, there is an understanding, there is an empathy and ability to deal with the student in helping to focus the resources of those institutions in such a way that makes young people want to go on to the zenith of their potential.

Obviously, putting more money into programs that will further, again, the math and science education of the student is a solution, and we are exhorting, working with, trying to find models that the various agencies can support.

Senator FOWLER. Well, we would want you to exhort hard. [Laughter.]

I noticed in that Executive order of the President you read, the only thing conspicuously missing is in money, and so we need some real exhortation.

Mr. GOODWIN. From the Congress and from the several constituencies which can make this happen, I agree with you, Senator.

Senator FOWLER. I will make you a little promise, you can tell the Secretary of Education to tell the President that if he will put more money into these programs in his budget recommendation that we will receive in the middle of January, then it will be kept in.

What we have needed is a Presidential leadership that saw and recognized the historic work and track record already.

[Applause.]

Senator FOWLER. We are ready on the budgetary appropriations to—we won't have any trouble, there won't be any cuts there, but what we haven't had is an adequate level of recommendations from the budgetary process, and I am not—you know, I am not criticizing you individually, but I want to turn you around and send you back as an ambassador. [Laughter.]

Since you get to go into the White House every day and I don't. [Laughter.]

Mr. GOODWIN. Well, I will pass this word on, Senator, and let me simply underscore for you and for those assembled that the President, I believe, does have a profound interest in this area based on his own personal experience. As you are well aware, he has had substantial involvement with the United Negro College Fund and more than that, has put in his own recommendation for a severalfold increase in matching endowment funds amounting to some $60 million over a 3-year period, which is a substantial increase over moneys that were available in just that one program; so again, I think we can agree that this class of institutions is recognized as a national treasure; that we all share responsibilities for insuring that they remain viable, and I believe that you will find the President is committed to assuring that funds are there in order for them to do the job that must be done.

Thank you, Senator.

Senator FOWLER. Thank you very, very much for your participation.

[The prepared statement of Mr. Goodwin follows:]

REMARKS

Robert K. Goodwin, Executive Director
White House Initiative on Historically Black Colleges
and Universities

"THE STATE OF BLACK HIGHER EDUCATION"

Field Hearing of the
Senate Budget Committee
9:00 a.m., Monday , November 13, 1989
Spelman College

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WERE ESTABLISHED IN RESPONSE TO LEGAL SEGREGATION AND A RACIAL CLIMATE THAT DENIED OR INHIBITED ACCESS BY BLACK AMERICANS TO HIGHER EDUCATION. AT THE TURN OF THE CENTURY, ALMOST ALL THE THEN EXISTING BLACK COLLEGES CONCENTRATED ON THE PROVISION OF A SECONDARY EDUCATION TO BLACKS. PARTICULARLY THOSE BLACKS IN THE SOUTH, WHO WERE NOT ELIGIBLE TO ATTEND POSTSECONDARY INSTITUTIONS, BECAUSE THEY LACKED THE REQUISITE EDUCATIONAL TRAINING.

SO, BLACK COLLEGES HAVE TRADITIONALLY BEEN RESPONSIBLE FOR PROVIDING ACCESS TO QUALITY EDUCATIONAL OPPORTUNITIES AT BOTH THE SECONDARY AND POST SECONDARY LEVELS. THAT TRADITION CONTINUES TODAY, AS BLACK COLLEGES AND UNIVERSITIES STILL PLAY EXTREMELY IMPORTANT ROLES IN ENSURING THAT ADJACENT SECONDARY SCHOOL SYSTEMS BENEFIT FROM THE TALENTS AND EXPERTISE AVAILABLE WITHIN THEIR FACULTY AND STUDENT BODIES.

AMERICA'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES ENROLL ONE OUT OF EVERY FIVE BLACK COLLEGE STUDENTS, YET AWARD BACCALAUREATE DEGREES TO THIRTY PERCENT OF ALL BLACK COLLEGE GRADUATES; AS WELL AS 24 PERCENT OF ALL FIRST PROFESSIONAL DEGREES, 20 PERCENT OF ALL MASTERS DEGREES, AND TEN PERCENT OF ALL DOCTORATES CONFERRED ON BLACK AMERICANS.

THESE STATISTICS ARE NOT ONLY IMPORTANT TO BLACK AMERICANS, THEY ARE SIGNIFICANT TO ALL AMERICANS. IF DEMOGRAPHIC TRENDS PERSIST, THE NEXT CENTURY WILL FIND AN AMERICAN WORKFORCE THAT IS FORTY PERCENT MINORITY, AND THAT HIRES MINORITY GROUP AMERICANS FOR THE MAJORITY OF ALL NEW JOBS CREATED. IF THE EDUCATIONAL TRENDS THAT I JUST DISCUSSED PERSIST, THEN AMERICA WILL DEPEND INCREASINGLY ON BLACK COLLEGES AND UNIVERSITIES TO PROVIDE THE PROFESSIONALS NEEDED TO SUPPORT AMERICA'S SUSTAINED ECONOMIC GROWTH AND DEMAND FOR A SKILLED LABOR FORCE.

THIS FACT UNDERSCORES THE NEED TO STRENGTHEN AMERICA'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. IT REMINDS US THAT A COMMITMENT TO THIS EFFORT IS NOT A SOCIAL OR MORAL CONSIDERATION, BUT A MATTER OF NATIONAL SECURITY AND ECONOMIC IMPERATIVE.

THESE BLACK COLLEGES AND UNIVERSITIES MUST HAVE ADEQUATE RESOURCES TO SUPPORT THEIR EDUCATIONAL PROGRAMS. THEIR TUITION AND FEES HAVE TRADITIONALLY BEEN LOWER THAN OTHER INSTITUTIONS OF HIGHER EDUCATION BECAUSE THEY HAVE THE RESPONSIBILITY FOR ENSURING THAT

HIGHER EDUCATION BE AVAILABLE TO DISADVANTAGED AMERICANS WHO MIGHT NOT OTHERWISE BE ABLE TO ATTEND COLLEGE. AS A RESULT, ONLY 18.5 PERCENT OF THE INCOME AT THESE SCHOOLS IS DERIVED FROM TUITION AND FEES, AS COMPARED WITH 23 PERCENT FOR ALL INSTITUTIONS OF HIGHER EDUCATION. AS A CONSEQUENCE, HISTORICALLY BLACK COLLEGES AND UNIVERSITIES LOOK TO STATE AND LOCAL GOVERNMENTS, THE FEDERAL GOVERNMENT, ALUMNI AND THE PRIVATE SECTOR TO MAKE UP FOR THE DEFICIT IN TUITION INCOME.

ADDITIONALLY, HBCUS HAVE HAD LIMITED ACCESS TO PROGRAMS AND PROJECTS FUNDED BY THE FEDERAL GOVERNMENT THAT WOULD ENABLE THEM TO STRENGTHEN AND ENHANCE THEIR CAPABILITIES AND POTENTIAL. THIS IS PARTICULARLY TRUE IN THE AREAS OF SCIENCE, MATHEMATICS AND ENGINEERING.

AS A RESULT OF THE RELATIVELY LOW TUITION AND THE LOW SUPPORT FOR THEIR CRITICAL MISSION FROM OTHER SOURCES, BLACK COLLEGES AND UNIVERSITIES HAVE BECOME PARTICULARLY DEPENDENT ON THE FEDERAL GOVERNMENT. THESE INSTITUTIONS RECEIVE A FIFTH OF THEIR TOTAL REVENUE FROM FEDERAL SOURCES, AS COMPARED WITH 12 PERCENT FOR OTHER INSTITUTIONS OF HIGHER EDUCATION.

IT WAS FOR THESE REASONS THAT PRESIDENT GEORGE BUSH MET VERY EARLY ON WITH THE PRESIDENTS AND CHANCELLORS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES TO DISCUSS AN EFFECTIVE FEDERAL INTERVENTION STRATEGY.

EXECUTIVE ORDER 12677, ISSUED BY PRESIDENT BUSH IN APRIL 1989, DIRECTS THE HEADS OF FEDERAL DEPARTMENTS AND AGENCIES TO INCREASE THE PARTICIPATION BY HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN FEDERALLY FUNDED PROGRAMS. THIS EXECUTIVE ORDER DESIGNATES THE SECRETARY OF EDUCATION AS THE LEAD CABINET MEMBER RESPONSIBLE FOR THE COORDINATION AND IMPLEMENTATION OF THE FEDERAL EFFORT.

THE EXECUTIVE ORDER ALSO PROVIDES FOR THE CONTINUED MAINTENANCE OF THE OFFICE OF THE WHITE HOUSE INITIATIVE WITHIN THE U.S. DEPARTMENT OF EDUCATION'S OFFICE OF POSTSECONDARY EDUCATION. THE 27 FEDERAL DEPARTMENTS AND AGENCIES IDENTIFIED AS HAVING THE MOST SIGNIFICANT PROGRAMS FOR INSTITUTIONS OF HIGHER EDUCATION HAVE BEEN DESIGNATED TO PARTICIPATE IN THE HBCU INITIATIVE.

IN ADDITION TO THOSE PROVISIONS MENTIONED ABOVE, THE EXECUTIVE ORDER:

(1) ESTABLISHES A PRESIDENTIAL ADVISORY BOARD ON HISTORICALLY BLACK COLLEGES AND UNIVERSITIES;

(2) DIRECTS THE SECRETARY OF LABOR TO INCREASE THE ROLE OF DEPARTMENT OF LABOR IN THE HBCU INITIATIVE;

(3) PROVIDES FOR DIRECT INVOLVEMENT BY THE DIRECTOR OF THE WHITE HOUSE OFFICE OF NATIONAL SERVICE;

(4) INSTRUCTS THE DIRECTOR OF THE U.S. OFFICE OF PERSONNEL MANAGEMENT, IN CONJUNCTION WITH THE SECRETARIES OF LABOR AND EDUCATION, TO DEVELOP A PROGRAM TO IMPROVE THE RECRUITMENT OF GRADUATE AND UNDERGRADUATE HBCU STUDENTS IN PART-TIME AND SUMMER FEDERAL POSITIONS; AND, AMONG OTHER PROVISIONS,

(5) DIRECTS THE WHITE HOUSE INITIATIVE OFFICE, THE OFFICE OF NATIONAL SERVICE, AND THE PRESIDENTIAL ADVISORY BOARD TO ENCOURAGE INCREASED PRIVATE SECTOR SUPPORT TO STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

THE EXECUTIVE ORDER ALSO DIRECTS THE SECRETARY OF EDUCATION TO COLLECT FROM 27 DESIGNATED FEDERAL DEPARTMENTS AND AGENCIES INFORMATION REGARDING THEIR EFFORTS TO STRENGTHEN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND TO ELIMINATE UNINTENDED BARRIERS TO INCREASED HBCU PARTICIPATION IN THEIR PROGRAMS.

EXECUTIVE ORDER 12677 SUPERSEDES EXECUTIVE ORDER 12320, ISSUED BY FORMER PRESIDENT RONALD REAGAN IN SEPTEMBER 1981. THAT EXECUTIVE ORDER RESULTED IN CONSISTENT ANNUAL INCREASES IN FEDERAL AGENCY SUPPORT FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, FROM $544.8 MILLION IN 1981 TO OVER $700 MILLION IN 1988. DURING THAT SAME PERIOD, ON A PER STUDENT BASIS, FEDERAL EXPENDITURES INCREASED FROM $2,464 TO $3,145 FOR STUDENTS ATTENDING BLACK COLLEGES. FEDERAL SUPPORT FOR ALL INSTITUTIONS OF HIGHER EDUCATION ROSE DURING THAT PERIOD FROM $814 TO $1,094 PER STUDENT.

PRIOR TO THE BEGINNING OF EACH FISCAL YEAR, THE WHITE HOUSE INITIATIVE OFFICE COLLECTS INFORMATION DESCRIBING PLANS BY EACH OF THE 27 DESIGNATED FEDERAL AGENCIES TO ASSIST HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. THESE PLANS ARE CONSOLIDATED BY THE WHITE HOUSE INITIATIVE STAFF INTO AN ANNUAL FEDERAL PLAN OF EXECUTIVE AGENCY ASSISTANCE TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. EACH PRESIDENT OR CHANCELLOR IS GIVEN AN OPPORTUNITY TO COMMENT ON THESE DOCUMENTS BEFORE THEY ARE FINALIZED.

AT THE END OF EACH FISCAL YEAR, THE WHITE HOUSE INITIATIVE COLLECTS FINANCIAL DATA AND NARRATIVE INFORMATION FROM THE DEPARTMENTS AND AGENCIES AND USES THIS TO COMPILE A COMPREHENSIVE ANNUAL FEDERAL PERFORMANCE REPORT ON EXECUTIVE AGENCY ACTIONS TO ASSIST HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. THIS DOCUMENT SERVES AS AN ANNUAL "REPORT CARD" FOR THE PRESIDENT, DETAILING THE SUCCESS WITH WHICH EACH DESIGNATED FEDERAL AGENCY MEETS ITS OBJECTIVES FOR THE FISCAL YEAR.

TO SERVE THE SECRETARY OF EDUCATION IN IMPLEMENTING THE PRESIDENT'S INITIATIVE ON HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, THE WHITE HOUSE INITIATIVE MAINTAINS ONGOING COMMUNICATIONS WITH THE PRESIDENTS AND CHANCELLORS OF THESE INSTITUTIONS, AS WELL AS REPRESENTATIVES FROM PRIVATE SECTOR CORPORATIONS.

THE WHITE HOUSE INITIATIVE STAFF WORKS EXTREMELY CLOSE WITH THE HBCU REPRESENTATIVES WHO HAVE BEEN DESIGNATED AT EACH FEDERAL

AGENCY TO COORDINATE THEIR RESPECTIVE EFFORTS UNDER THE EXECUTIVE ORDER.

THESE HBCU REPRESENTATIVES ARE RESPONSIBLE FOR COLLECTING INFORMATION TO BE INCLUDED IN THE ANNUAL PLANS AND REPORTS REQUIRED BY THE EXECUTIVE ORDER.

PRESIDENT BUSH HAS STATED AND RESTATED HIS COMMITMENT TO STRENGTHENING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, AND HAS DEMONSTRATED THAT COMMITMENT IN A STRONG FEDERAL PROGRAM OF SUPPORT FOR THESE INSTITUTIONS. EDUCATION SECRETARY CAVAZOS HAD THE CHANCE TO INTERACT WITH THE PRESIDENTS AND CHANCELLORS DURING A RECENT WHITE HOUSE INITIATIVE SPONSORED CONFERENCE, ENTITLED "A NEW ERA: CHALLENGES FOR THE FUTURE."

THE CONFERENCE WAS THE INITIAL STEP IN A PROCESS THAT IS INTENDED TO GALVANIZE THE SKILLS AND EXPERIENCES OF THE BLACK HIGHER EDUCATION COMMUNITY, THE 27 DESIGNATED FEDERAL DEPARTMENTS AND AGENCIES, AND THE PRIVATE SECTOR. THIS COORDINATED EFFORT IS DESIGNED TO ENHANCE SIGNIFICANTLY THE SUCCESS OF THE PRESIDENT'S OBJECTIVES.

SECRETARY CAVAZOS ADDRESSED THE GENERAL SESSION OF THIS CONFERENCE ON TWO OCCASIONS, EMPHASIZING HIS COMMITMENT TO IMPLEMENTING THE EXECUTIVE ORDER AND SUPPORTING AND ENCOURAGING EFFORTS TO STRENGTHEN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

THE NEWLY INSTALLED ASSISTANT SECRETARY FOR POST SECONDARY EDUCATION, DR. LEONARD HAYNES III, HAS MADE POSITIVE CONTRIBUTIONS IN HIS WORK WITH THE BLACK HIGHER EDUCATION COMMUNITY AND UNDERSTANDS THE NEEDS AND ASPIRATIONS OF THESE INSTITUTIONS. HE HAS AFFIRMED HIS SUPPORT OF THE PRESIDENT'S INITIATIVE AND EXPRESSED HIS COMMITMENT TO CONCENTRATING THE RESOURCES AND ENERGIES OF HIS OFFICE ON ASSISTING BLACK COLLEGES AND UNIVERSITIES GENERALLY, AND THROUGH THE WHITE HOUSE INITIATIVE SPECIFICALLY.

I ASSUMED THE POSITION OF EXECUTIVE DIRECTOR OF THE WHITE HOUSE INITIATIVE WITH A GREAT DEAL OF ENTHUSIASM AND COMMITMENT. I HAVE PLEDGED TO BRING TO BEAR ALL MY ENERGY AND THE ENERGY OF MY STAFF TO SEE REAL AND SUSTAINABLE PROGRESS ACHIEVED FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

I HAVE STATED TO THE BLACK HIGHER EDUCATION COMMUNITY THAT THERE WILL BE NO PLACE FOR SPECTATORS IN THE WHITE HOUSE INITIATIVE PROGRAM. THE SUCCESS OF THE INITIATIVE WILL DEPEND ON THE PARTICIPATION BY ALL THE ENTITIES NAMED IN THE EXECUTIVE ORDER, AND MORE.

THE PRESIDENTS AND CHANCELLORS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES MUST TAKE AN ACTIVE ROLE IN THE EFFORT TO IMPLEMENT THE EXECUTIVE ORDER AND TO GARNER SUPPORT FOR THEIR PROGRAMS AND STUDENTS. THEY MUST DEMONSTRATE LEADERSHIP CAPABILITIES AND VISION IF THEY ARE TO TRULY BECOME COMPETITIVE AND EFFECTUAL. IF FEDERAL

AGENCIES ARE TO INCREASE THE PARTICIPATION BY BLACK COLLEGES IN THEIR PROGRAMS AND PROJECTS, THEN THE PRESIDENTS AND CHANCELLORS MUST ENSURE THAT THEIR INSTITUTIONS ARE HEADED IN A DIRECTION THAT WILL ALLOW THEM TO MAXIMIZE THEIR PARTICIPATION.

I HAVE A 3-STEP APPROACH TO LAUNCHING THIS NEW EXECUTIVE ORDER. MY AIM IS TO (1) IDENTIFY TARGET AREAS OF NEED, (2) BRING TOGETHER REPRESENTATIVES OF THE FEDERAL GOVERNMENT, THE PRIVATE SECTOR AND THE ACADEMIC COMMUNITY TO DECIDE ON SPECIFIC OBJECTIVES WITH DEFINITE TIME TABLES, AND (3) DEVELOPING WORKABLE STRATEGIES TO ACHIEVE THOSE OBJECTIVES WITHIN THE GIVEN TIME FRAMES. EFFORTS TO ACHIEVE THIS PLAN WILL TAKE INTO CONSIDERATION THE VARYING MISSIONS AND FOCUSES OF EACH HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

SEVERAL MAJOR INITIATIVES THAT ARE BEING IMPLEMENTED BY THE WHITE HOUSE INITIATIVE, CONSISTENT WITH THIS APPROACH:

ACCESSING INFORMATION THROUGH TELECOMMUNICATIONS. THE WHITE HOUSE INITIATIVE IS WORKING WITH THE DESIGNATED FEDERAL AGENCIES TO EXPLORE THE POSSIBILITIES OF MAINTAINING A COMPREHENSIVE DATA BASE OF FEDERAL AND PRIVATE SECTOR OPPORTUNITIES FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. SUCH DATA BASE COULD ALSO DESCRIBE THE CAPABILITIES OF BLACK INSTITUTIONS TO FULFILL THE REQUIREMENTS OF SUCH GOVERNMENT AND INDUSTRY PROGRAMS.

COORDINATION OF EFFORTS IN SCIENCE AND TECHNOLOGY. CURRENTLY, THERE ARE SEVERAL FEDERAL AGENCIES THAT HAVE PROGRAMS TO STRENGTHEN THE SCIENCE, ENGINEERING AND MATHEMATICS PROGRAMS AND CAPABILITIES OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. THE WHITE HOUSE INITIATIVE IS WORKING WITH THESE AGENCIES (THE DEPARTMENTS OF DEFENSE AND ENERGY, HEALTH AND HUMAN SERVICES, NASA, AND THE NATIONAL SCIENCE FOUNDATION) TO COORDINATE. THEIR BLACK COLLEGE PROGRAMS AND HAS ESTABLISHED A TASK FORCE FOR THAT PURPOSE. THE GOAL IS TO ACHIEVE MAXIMUM EFFECTIVENESS BY EXCHANGING INFORMATION, ELIMINATING DUPLICATION OF EFFORT, AND FORMING INTERAGENCY STRATEGIES TARGETED TOWARD THIS IMPORTANT AREA OF NEED.

BY THE YEAR 2030, AMERICA WILL NEED TO GRADUATE AN ADDITIONAL 75,000 SCIENCE AND ENGINEERING MAJORS EACH AND EVERY YEAR, JUST TO KEEP PACE WITH DOMESTIC DEMAND AND COMPETITION IN AN INCREASINGLY ADVANCED INTERNATIONAL COMMUNITY. AN OVERRIDING CONCERN OF THE TASK FORCE WILL BE TO EXAMINE HOW BOTH PUBLIC AND PRIVATE RESOURCES CAN HELP MEET THE GROWING NEED FOR SCIENTISTS, ENGINEERS AND MATHEMATICIANS - AND TO DO SO WITH GRADUATES OF HBCUS.

SECRETARY CAVAZOS IS PARTICULARLY INTERESTED IN EXAMINING THE ROLE THESE INSTITUTIONS CAN PLAY IN INCREASING REPRESENTATION BY BLACK AMERICANS IN MATH AND SCIENCE EDUCATION. THE VALUE THAT BLACK TEACHERS PLAY AS ROLE MODELS IN THESE PROFESSIONS CANNOT BE IGNORED WHEN ADDRESSING UNDERREPRESENTATION BY BLACKS IN THESE FIELDS.

ECONOMIC AND BUSINESS DEVELOPMENT. FEDERAL AGENCIES SUCH AS THE

DEPARTMENTS OF COMMERCE, HOUSING AND URBAN DEVELOPMENT AND TRANSPORTATION, AND THE SMALL BUSINESS ADMINISTRATION, ARE INVOLVED IN A VARIETY OF BUSINESS AND ECONOMIC DEVELOPMENT ACTIVITIES. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES HAVE NOT TRADITIONALLY BENEFITTED SUBSTANTIALLY FROM THESE PROGRAMS BECAUSE OF THE LACK OF ENTREPRENEURIAL AND ECONOMIC DEVELOPMENTAL INVOLVEMENT ON THE PART OF THE SCHOOLS.

THE WHITE HOUSE INITIATIVE IS FORMING A TASK FORCE THAT WILL BE COMPRISED OF REPRESENTATIVES FROM THESE AGENCIES AND THE PRIVATE SECTOR, THE GOALS OF THIS TASK FORCE WILL BE TO: (1) INCREASE THE PARTICIPATION BY HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN BUSINESS AND ECONOMIC DEVELOPMENT ACTIVITIES, (2) ENCOURAGE PARTNERSHIPS BETWEEN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND MINORITY BUSINESS ENTERPRISES, AND (3) ESTABLISH VIABLE BUSINESSES OWNED AND OPERATED BY EMPLOYEES AND STUDENTS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

ENCOURAGING INCREASED STATE SUPPORT. BLACK COLLEGES AND UNIVERSITIES RELY, TO A GREAT EXTENT, ON STATE SUPPORT. NINE OUT OF TEN STUDENTS ATTENDING HISTORICALLY BLACK COLLEGES OR UNIVERSITIES DO SO IN THE STATE IN WHICH THEY RESIDE. RECENTLY, THE GOVERNOR OF NORTH CAROLINA ISSUED A GUBERNATORIAL EXECUTIVE ORDER DIRECTING THE HEADS OF STATE AGENCIES TO INCREASE THE PARTICIPATION OF BLACK COLLEGES AND UNIVERSITIES IN THEIR PROGRAMS

PROGRAMS AND PROJECTS. THE GOVERNOR'S PLAN IS PATTERNED CLOSELY AFTER THE PRESIDENTIAL EXECUTIVE ORDER THAT CALLS FOR A COMPREHENSIVE FEDERAL PROGRAM OF SUPPORT.

THE WHITE HOUSE INITIATIVE OFFICE WILL ENCOURAGE OTHER STATES TO ADOPT THE NORTH CAROLINA MODEL, OR TO DEVELOP MODELS OF THEIR OWN DESIGNED TOWARD SIMILAR ENDS. BLACK COLLEGES HAVE MUCH TO OFFER THE AGENCIES THAT GOVERN AND ADMINISTER THEIR STATES' AFFAIRS, AND SHOULD PARTICIPATE MORE IN STATE SPONSORED PROGRAMS AND PROJECTS.

I EXPECT THAT THE PROCESS OF IMPLEMENTING THIS NEW EXECUTIVE ORDER WILL FURTHER HELP US TO CLARIFY THE NEEDS OF THE NATION'S HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND IDENTIFY EXISTING OR NEW FEDERAL RESOURCES TO MEET THOSE NEEDS.

THE DEPARTMENT OF EDUCATION HAS BEGUN TO PREPARE FOR THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT. MOST PROGRAMS UNDER THE ACT EXPIRE SEPTEMBER 30, 1991. IN THAT REGARD, ASSISTANT SECRETARY HAYNES RECENTLY APPOINTED ME TO ONE OF THE MAJOR REAUTHORIZATION WORKING GROUPS TO INSURE THAT THE HBCU VIEWS ARE HEARD.

THE DEPARTMENT IS HOLDING REGIONAL HEARINGS, INCLUDING ONE HELD IN ATLANTA TO RECEIVE SUGGESTIONS ON HOW THE ACT AND ITS PROGRAMS CAN BE IMPROVED. THESE HEARINGS CONCLUDE IN WASHINGTON ON NOVEMBER 20-21, AND WRITTEN COMMENT WILL BE ACCEPTED UNTIL DECEMBER 1. I LOOK

FORWARD TO WORKING WITH BLACK COLLEGE PRESIDENTS AND THE CONGRESS AS WE SEE HOW THESE PROGRAMS CAN BE MODIFIED TO BETTER SERVE THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND BLACK STUDENTS.

THANK YOU FOR THE OPPORTUNITY TO SUBMIT THIS TESTIMONY.

Table 1

Earned Degrees Awarded to Blacks
Academic Year 1984 - 1985

	All Institutions of Higher Education		Historically Black Colleges & Universities		% of Total
	#	%	#	%	
Associates	47,221	39.6%	1,698	7.8%	3.6%
Bachelors	54,964	46.1%	16,758	76.9%	30.5%
Masters	13,097	11.0%	2,553	11.7%	19.5%
Doctorates	1,065	0.9%	105	0.5%	9.9%
First-Professional	2,937	2.5%	692	3.2%	23.6%
	119,284	100.0%	21,806	100.0%	18.3%

Source: NAFEO Inroads: April-May 1989: Page 13

Table 2

Current Fund Revenue by Source -
Historically Black Colleges and Universities (HBCUs)
and All Institutions of Higher Education (IHEs)
(1985-86)

	HBCUs		ALL IHEs		
	Revenue	%	Revenue	%	Difference
Tuition & Fees	364,622	18.5%	23,116,605	23.0%	-4.5%
Federal Gov't	403,162	20.5%	12,704,750	12.6%	7.8%
State Gov't	575,813	29.3%	29,911,500	29.8%	-0.5%
Local Gov't	74,322	3.8%	2,544,506	2.5%	1.2%
Private Gifts	93,950	4.8%	5,410,905	5.4%	-0.6%
Endowment Income	22,630	1.2%	2,275,898	2.3%	-1.1%
Sales & Services	386,087	19.6%	21,274,265	21.2%	-1.6%
Other Sources	46,191	2.3%	3,199,186	3.2%	-0.8%
Total	1,966,777	100.0%	100,437,615	100.0%	

Source: Digest of Education Statistics: 1988: NCES

Table 3

Undergraduates Enrolled in the Fall of 1986 All Undergraduates & Selected Race/Ethnicity By Control & Level of Institution

	All	Black	White, non-Hispanic
Public	74.2%	72.7%	76.6%
4-Year	40.0%	34.1%	39.5%
2-Year	33.2%	36.8%	36.0%
Less than 2-Year	1.0%	1.8%	1.1%
Private, not-for-profit	21.0%	15.4%	19.3%
4-Year	19.8%	14.2%	18.0%
2-Year	1.1%	1.0%	1.2%
Less than 2-Year	0.1%	0.3%	0.1%
Private, for-profit	4.8%	11.9%	4.2%
2-Year & above *	1.8%	4.1%	1.8%
Less than 2-Year	3.0%	7.8%	2.4%
Totals			
2-Year or Less	40.2%	51.8%	42.6%
4-Year	59.8%	48.3%	57.5%

* Includes a small number of private, for-profit institutions offering programs longer than 2 years.

Source: 1987 National Postsecondary Student Aid Study; Undergraduate Financing of Postsecondary Education; Table A.1

Table 4

Postsecondary Entrance and Persistence of High Ability 1980 High School Seniors

Race/ Ethnicity	% Entering 4-Year College Immediately	Persistence of those Immediately Entering Through: 5/84	BA/BS (spr '86)
All	63.5%	62.2%	60.4%
Black	74.8%	38.1%	28.5%
White	63.3%	63.0%	61.8%

Source: Unpublished Tabulation from NCES on Postsecondary Entrance & Persistence in Postsecondary Education by Ability

Undergraduates Enrolled in the Fall of 1986
Awarded Federal Aid by Selected Programs & Race/Ethnicity

		Any	Any	Selected Title IV Programs				
		Federal	Title IV	Pell	SEOG	CWS	Perkins	Stafford
All	% Rec'g	34.9%	30.8%	17.5%	5.0%	4.3%	5.6%	20.5%
	Avg Rec'd	$2,973	2,852	1485	729	979	1,049	2,287
Black	% Rec'g	55.7%	50.2%	39.7%	9.8%	8.1%	6.8%	29.1%
	Avg Rec'd	$3,132	3,117	1,655	756	1,009	1,006	2,236
White	% Rec'g	32.0%	28.0%	13.7%	4.1%	3.8%	5.4%	19.9%
	Avg Rec'd	$2,970	2,823	1,437	729	951	1,040	2,290

Source: 1987 National Postsecondary Student Aid Study;
Undergraduate Financing of Postsecondary Education;
Tables 5.3 & 5.4

Table 6

Graduate Enrollment & Degrees Awarded to Blacks
1976 - 1984

	Fall Enrollment			Percent Change
	1976	1980	1984	
Graduate	65,352	59,993	53,574	-18%
First-Professional	11,181	12,824	13,385	20%
	76,533	72,817	66,959	-13%

	Degrees Awarded			Percent Change
	1976-77	1980-81	1984-85	
Masters	21,037	17,133	13,939	-34%
Doctorate	1,253	1,265	1,154	-8%
First-Professional	1,213	2,931	3,029	150%
	23,503	21,329	18,122	-23%

Source: Digest of Education Statistics: 1988; NCES

Senator **Fowler**. Ms. Thornton tells me that the high school class that we invited from Booker T. Washington is here, some of the students, are you here?

Good, welcome, and their counsel, Mr. Ernest Bregman.

I didn't know they had put you in cheap seats. [Laughter.]

We are glad to have you.

Ladies and gentlemen, believe me, this, our hearing today will be extraordinarily helpful to me and my colleagues on the Budget Committee when making the case as we go into our budgetary cycle in early January of the work, the proof that is already in the pudding. I know that, having been in public office in Atlanta for 20 years what these, as we used to call them, I guess, majority black universities, the seven sister schools here in Atlanta have done and continue to do, and when we look at the success of black professionals just in our community. Lord knows, I don't know any better example of the historic work of your colleges and institutions which must be maintained for many, if not all of the reasons, that have been testified to here this morning.

I am deeply appreciative of the time that so many of you have taken in coming from all over the country to help us make the case, and I will see if we can't do a better job on behalf of all in the future. Thank you very much.

[Whereupon, at 11:58 a.m., the committee adjourned subject to the call of the Chair.]

PREPARED STATEMENT OF DR. BILLY BLACK, PRESIDENT, ALBANY STATE COLLEGE, ALBANY, GA

REMARKS FOR SENATE HEARING WITH SEN. WYCHE FOWLER
ATLANTA
NOV. 13, 1989

INTRODUCTIONS, ETC.

IT IS A PLEASURE TO BE HERE TODAY TO SHARE WITH YOU SOME THOUGHTS ON THE ROLE OF THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN OUR NATION.

BECAUSE THE ISSUE IS SO COMPLEX AND SO BROAD, I WILL CONFINE MYSELF TO ADDRESSING SOME OF THE POINTS THAT I HOPE WILL HIGHLIGHT THE PLACE AND IMPORTANCE OF THESE INSTITUTIONS IN AMERICAN HIGHER EDUCATION.

WHEN WE MOVED FROM THE ERA OF SEPARATE BUT EQUAL EDUCATION WE WERE ABLE AT LAST TO BEGIN TALKING ABOUT EQUAL OPPORTUNITY IN EDUCATION FOR ALL OUR CITIZENS. EQUAL OPPORTUNITY IS A STATED GOAL OF OUR SOCIETY AND THE LAWS THAT GOVERN US. EQUAL OPPORTUNITY IN EDUCATION IS THAT ELEMENT THAT SAYS WE WILL ALLOW ALL STUDENTS TO REACH THEIR POTENTIAL BASED ON ABILITY ALONE. BY THE SAME TOKEN, WE MEASURE EDUCATION, OR THE EFFECTIVENESS OF EDUCATION, BY WHETHER OR NOT A STUDENT IS ABLE TO FULFILL GOALS.

2

AND FOR A LONG TIME, AND STILL VERY MUCH SO TODAY, EQUAL OPPORTUNITY IS PLAYED OUT IN OUR COLLEGES AND UNIVERSITIES AS ACCESS. AND BY AND LARGE WE HAVE DONE WELL IN GRANTING ACCESS WHERE NONE PREVIOUSLY EXISTED.

BUT IF WE ARE TRULY INTERESTED IN THE BENEFITS OF HIGHER EDUCATION TO OUR CITIZENRY, WE MUST BE BOLD ENOUGH TO DO WHAT I CALL: GOING BEYOND ACCESS.

YES, ACCESS IS THE FIRST STEP. THE DOORS MUST BE OPEN TO ALL STUDENTS REGARDLESS OF RACE.

BUT THERE MUST ALSO BE A RANGE OF QUALITY PROGRAMS FOR THAT STUDENT. IN OTHER WORDS, CHOICE TO PURSUE THE COURSEWORK THAT WILL ALLOW HIM TO REALIZE GOALS AND OBJECTIVES. WE MUST BE CAREFUL THAT OUR PROGRAMS DO NOT PREJUDGE THE FUTURES OF OUR STUDENTS.

AND LASTLY, WE MUST PROVIDE THE OPPORTUNITY TO PERSIST -- TO EARN THE DEGREE, THE REASON THEY CAME TO COLLEGE IN THE FIRST PLACE.

IN ACCESS, WE ARE, AS I SAID EARLIER, MEETING THE CHALLENGE. THE PICTURE IN THE OTHER TWO CATEGORIES, ESPECIALLY IN PERSISTENCE, OR RETENTION, AS ENROLLMENT PERSONNEL PREFER TO CALL IT, IS MUCH MORE BLEAK. SO IT BEHOOVES US TO LOOK AT THE EVIDENCE AND PERHAPS ATTEMPT TO DECIPHER WHY AS A NATION WE ARE NOT SCORING HIGH GRADES IN PERSISTENCE, ESPECIALLY IN THE CASE OF THE BLACK STUDENT.

WE ARE HERE TODAY TO TALK ABOUT THE PREDOMINATELY BLACK COLLEGE AND THE BLACK STUDENT. THE STATISTICS ARE WELL KNOWN. WE KNOW THAT ABOUT ONE-THIRD OF ALL UNDERGRADUATE DEGREES AWARDED ARE BY THE HBCU'S, EVEN THOUGH OVER THE PAST TWO DECADES ENROLLMENT BY BLACK STUDENTS AT PREDOMINATELY WHITE SCHOOLS HAS INCREASED DRAMATICALLY. DATA FROM THE NATIONAL RESEARCH COUNCIL SHOWS US THAT HBCUS HAVE AN EXCELLENT TRACK RECORD AS WELL OF PRODUCING BLACK SCHOLARS, PARTICULARLY IN THOSE FIELDS WHERE BLACKS ARE UNDERREPRESENTED. IN FACT, THE HBCUS, WHICH REPRESENT ONLY 6 PERCENT OF THE BACCALAUREATE DEGREE-GRANTING INSTITUTIONS, PRODUCED 44 PERCENT OF ALL BLACK STUDENTS WHO WENT ON TO EARN DOCTORATES BETWEEN 1983 AND 1985. (NATIONAL COUNCIL OF RESEARCH)

HBCU'S HAVE A RECORD OF TAKING THEIR STUDENTS THE DISTANCE. JAMES MINGLE IN "TRENDS IN HIGHER EDUCATION: PARTICIPATION AND SUCCESS" PROJECTS THAT ONE THIRD OF THE COLLEGE-AGE POPULATION BY THE YEAR

4

2000 WILL BE MINORITY. MINORITIES, THEREFORE, ARE NEEDED AMONG THE RANKS OF HIGHLY TRAINED FACULTY, PHYSICIANS, ENGINEERS, AND SCIENTISTS. THEY WILL BE MORE THAN ROLE MODELS. THEY CAN LEND THE STRENGTH OF DIVERSITY THAT REFLECTS THE FIBER OF OUR COUNTRY AND THEY CAN CONTRIBUTE MEANINGFULLY TO THE SENSITIVITY AND EXTRAORDINARY LEADERSHIP THAT WILL BE NEEDED TO KEEP OUR COUNTRY ON COURSE IN ITS COMMITMENT TO ALL ASPECTS OF EQUAL OPPORTUNITY.

SO WITH THAT IN MIND, WE ARE CHALLENGED TO FIND THE BEST WAYS TO MEET THE EMERGING EDUCATIONAL NEEDS OF OUR SOCIETY. THE HBCU IS A AN EDUCATIONAL OPTION THAT MUST EXIST IN OUR SOCIETY. WHY? THE HBCU IS AN OPTION FOR THOSE STUDENTS WHO FEEL THEY COULD NOT THRIVE AT ANOTHER KIND OF INSTITUTION OR WHO FEEL THE PREDOMINATELY BLACK COLLEGE WOULD SERVE AS THE BEST STEPPING STONE OR GIVE THEM THE BEST TOOLS TO FUNCTION LATER IN AN INTEGRATED WORLD. THE ISSUE IS LARGER THAN RACE, HOWEVER--ALTHOUGH RACISM IS WHAT MANY EXPERTS BLAME FOR THE PERSISTENT AND UNFORTUNATE INABILITY OF OUR SOCIETY TO CREATE LEARNING ENVIRONMENTS WHERE ALL STUDENTS CAN THRIVE. AND UNTIL WE MANAGE TO INCORPORATE COOPERATIVE ACCEPTANCE INTO OUR VALUE SYS-

5

TEM, INSTITUTIONS WITH SPECIAL MISSIONS MAY BE NECESSARY FOR THE TOTAL DEVELOPMENT OF OUR STUDENTS.

IN RECENT YEARS, WE HAVE ALL READ AND HEARD OF THE RESEARCH THAT POINTS TO SUCCESS OF THE HBCU. THE HBCU REPUTATION FOR RETENTION RATES AND PLACEMENT INTO GRADUATE SCHOOLS STEM FROM CAREFULLY PLANNED PROGRAMS AND STRONG SUPPORT SYSTEMS. THERE IS MORE PERSONAL ENCOURAGEMENT AND MORE "WATCH-DOGGING," THAT IS TO SAY THE STUDENT AT THE HISTORICALLY BLACK SCHOOL, BECAUSE OF THE FAMILY ATMOSPHERE, IS LESS LIKELY TO BE SIDETRACKED AS HE WOULD IN ANOTHER ENVIRONMENT. THE STUDENT IS FAR MORE LIKELY TO BE KNOWN TO HIS PROFESSOR, HIS DEAN AND, YES, EVEN HIS PRESIDENT.

AS JACQUELINE FLEMING SAYS IN "BLACKS IN COLLEGE" THE HBCU PROMOTES DEVELOPMENT IN ACADEMIC AND INTELLECTUAL DOMAINS OF EXPERIENCE. THEY DEVELOP INTELLECTUAL CAPACITY AND GREATER FEELINGS OF SUCCESS AND PROVIDE ROLE MODELS THAT ARE VITALLY IMPORTANT TO THE BLACK STUDENT IN MOTIVATING THAT STUDENT TO PARTICIPATE IN CAMPUS LIFE AND TO ASSUME AND PURSUE LEADERSHIP ROLES.

AMAZINGLY, THE HBCU HAS BEEN ABLE TO BUILD IMPRESSIVE RECORDS WITHOUT THE RESOURCES, FACILITIES, OR HIGH TUITIONS THAT MANY OF THE PREDOMINATELY WHITE SCHOOLS ENJOY. AND WHILE BLACK COLLEGES HAVE HISTORICALLY HAD A MISSION OF SERVING STUDENTS WHO ARE LESS PREPARED ACADEMICALLY, THE PICTURE HAS CHANGED SIGNIFICANTLY IN RECENT YEARS, AND THE HBCU HAS BEEN ABLE TO MAINTAIN THAT MISSION AND NURTURE THOSE STUDENTS -- BUT NURTURE THE HIGH ACHIEVING STUDENT AS WELL. IN FACT, THE CHARACTERISTICS OF THE STUDENT BODY IS CHANGING IN TERMS OF PREPAREDNESS. THE IMPORTANCE OF A NURTURING ENVIRONMENT FOR ANY STUDENT, HOWEVER, CAN NOT BE OVERSTRESSED. AT MY OWN INSTITUTION, FOR INSTANCE, I AM CONFIDENT THAT THE SUPPORTIVE ENVIRONMENT IS RESPONSIBLE FOR THE SUCCESS AND RETENTION OF ALL OUR STUDENTS, AND WE CAN, IN FACT, POINT TO GRADUATING CLASSES OVER THE PAST THREE YEARS THAT HAVE BEEN ONE-THIRD WHITE, EVEN THOUGH THE OVERALL ENROLLMENT OF THAT GROUP HAS RANGED FROM 18 TO 20 PERCENT OF THE STUDENT BODY. THE HBCU IS FOCUSED ON OUTCOME AND TAKES THE NECESSARY STEPS TO BE CERTAIN THE STUDENT DOES PERSIST. AND IT IS ALSO ENCOURAGING THAT MANY MAJORITY INSTITUTIONS ARE NOW TAKING A LEAD FROM THE HBCU IN TRYING TO CREATE SUPPORT SYSTEMS ON

7

THEIR CAMPUS THAT WILL HELP THE BLACK STUDENT STAY IN SCHOOL AND PURSUE A HIGHER DEGREE AFTER GRADUATION WHEN THAT IS THE GOAL OF THE STUDENT.

THE HISTORICALLY BLACK COLLEGE, THEN, SERVES A PRECISE AND NEEDED ROLE IN HIGHER EDUCATION IN OUR COUNTRY. THE DISPARITY THAT THE HISTORICALLY BLACK INSTITUTION STILL OPERATES UNDER, HOWEVER, IS A SOBERING RECOGNITION OF OUR INABILITY AS A COUNTRY TO TAKE ON THE RESPONSIBILITY FOR KEEPING THE HBCU AS A VIABLE OPTION FOR THAT STUDENT WHO SO CHOOSES. THE HBCU CONTINUES TO MAKE A CONTRIBUTION EVEN TODAY, BECAUSE WE HAVE NOT YET COME SO FAR THAT THE ENVIRONMENT THAT STIMULATES AND MOTIVATES BLACK STUDENTS TO ACHIEVE HAS BEEN ASSIMILATED INTO OUR COLLEGES AND UNIVERSITIES AT LARGE.

THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, AS I SAID EARLIER, CONTRIBUTE DISPROPORTIONATELY TO THE EDUCATION OF BLACKS, SO THEIR ENHANCEMENT IS A NECESSITY, AND WITHOUT THE PROPER AND RIGHT FUNDING, WITHOUT BREAKING DOWN THE FINANCIAL BARRIERS, THESE INSTITUTIONS CANNOT PROVIDE THE OPTIONS THAT THEY SHOULD TO ANY STUDENT.

8

WE MUST ALL UNDERSTAND THAT EDUCATION IS A DUTY OF THE STATE AND AS THE PRESIDENT OF THE WOODROW WILSON FOUNDATION SAID THIRTY YEARS AGO IN RESPONSE TO THE RUSSIAN SPUTNIK: "EDUCATION CANNOT DO EVERYTHING IN A STATE. BUT UNLESS ITS IDEALS ARE THOROUGHLY GRASPED, ITS METHOD SOUNDLY ELABORATED, ABOVE ALL, UNLESS THE PRICE OF MAINTAINING IT BE RESOLUTELY AND COMPREHENSIVELY SUPPORTED, THERE CAN BE LITTLE HOPE FOR STRENGTH IN A DEMOCRACY, OR FREEDOM ANYWHERE."

WE MUST BE WILLING TO FACE WHAT IS WRONG AND WHAT IS RIGHT WITH OUR SYSTEM... AND WE MUST BE WILLING TO IMPLEMENT THOSE POLICIES THAT WILL ALLOW US TO DEVELOP HUMAN POTENTIAL TO THE FULLEST.

STATEMENT
OF
SENATOR CHARLES S. ROBB

Field Hearing of the
Committee on the Budget
United States Senate
November 13, 1989
Spellman College
Atlanta, Georgia

Senator Fowler, witnesses, and interested parties, I am unable to attend this field hearing today on the status of Historically Black Colleges and Universities (HBCUs) due to a scheduling conflict.

I want to commend Senator Fowler for holding this hearing. I also want to commend my colleagues from the U.S. House of Representatives who have illustrated their commitment to HBCUs by their presence at this hearing.

Historically Black Colleges and Universities are a national resource. Six of these institutions, Virginia Union, Hampton University, Virginia State University, Norfolk State University, and St. Paul's College, and Virginia Seminary and College, are located in the Commonwealth of Virginia. HBCUs have consistently provided an education to our nation's African-Americans, as well as produced one-fourth of African-American college undergraduates and a significant portion of our African-American doctors, dentists, and lawyers.

I am pleased that one of the witnesses presenting oral testimony this morning is Dr. Wesley C. McClure, President of Virginia State , a post he has held since July 1, 1988. Virginia State is an excellent educational institution and I am sure that Dr. McClure is working to further enhance the university's programs and the quality of life of his students. In addition, I understand that Dr. Harrison B. Wilson, President of Norfolk State University, is scheduled to participate.

HBCUs have long played a significant role fulfilling an equal opportunity mission in education under difficult financial circumstances. During my tenure as Governor of the Commonwealth, education was a priority in the State budget. I believe that we should support these valuable educational institutions.

89-588 RCO

CRS Report for Congress

Historically Black Colleges and Universities and African-American Participation in Higher Education

William W. Ellis, Senior Specialist in
American National Government and Public Administration
and
James B. Stedman
Specialist in Social Legislation
Education and Public Welfare Division

October 25, 1989

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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND AFRICAN-AMERICAN PARTICIPATION IN HIGHER EDUCATION

SUMMARY

This report presents an analysis of the current status of the historically black colleges and universities (HBCUs) in the U.S. It also provides an overview of some aspects of African-American participation in higher education. The latter offers a context within which to consider the analysis of the black colleges. This summary reviews some of the key findings.

According to the U.S. Department of Education (ED), there are 99 HBCUs in this country. These are primarily four-year institutions. Most are privately controlled institutions. Nearly three-quarters of all enrollment in the historically black colleges is found in public institutions. HBCUs enroll a disproportionately large percentage of all African-American students in higher education. Although constituting just 3 percent of all higher education institutions, HBCUs enroll about 16 percent of African-American college students.

These schools also award a substantial percentage of the degrees earned by African-Americans, particularly at the baccalaureate level and above. Over a quarter of the baccalaureates received by African-Americans are awarded to students in HBCUs. This is consistent with the HBCUs' share of African-Americans enrolled in programs awarding such degrees.

The overall pattern of HBCU revenue sources is different from those of all higher education institutions taken together. HBCUs receive a larger percentage of their revenues from the Federal Government than do all higher education institutions. A fifth of the overall HBCU revenues come from the Federal Government, in contrast to slightly less than an eighth of the revenues received by all higher education institutions from Federal sources. This difference occurs despite recent trends in which the Federal share of HBCUs' revenue fell much faster than it declined for all institutions--nearly a 30 percent drop between 1979-80 and 1985-86 for HBCUs; approximately a 17 percent dip for all colleges.

The importance of the HBCUs for African-American participation in higher education is underscored by data showing that African-Americans are less likely than whites to enroll in college, a characteristic shared by Hispanic-Americans as well. Importantly, from the mid 1970s to the mid 1980s, African-Americans narrowed the gap in high school graduation rates that separates them from whites. In contrast, during this period, the college enrollment rates for African-Americans and Hispanic-Americans declined, while the rate for whites generally rose.

TABLE OF CONTENTS

SUMMARY

LIST OF TABLES iii

LIST OF EXHIBITS iv

1. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES 3
   ENROLLMENT 4
   DEGREES AWARDED 5
   FINANCES 6
      All HBCUs 6
      Public HBCUs 7
      Private HBCUs 8
      Proportion of Federal Support 8

2. AFRICAN-AMERICAN PARTICIPATION IN HIGHER EDUCATION 11
   PARTICIPATION BY ETHNICITY AND GENDER 11
   TRENDS IN PARTICIPATION AND COMPLETION 12

3. CONCLUSIONS 15

TABLES AND EXHIBITS 17
   ABBREVIATIONS 19

LIST OF TABLES

TABLE 1. Historically Black Colleges and Universities by Type and Control,Fall, 1987 20
TABLE 2. Enrollment in Historically Black Colleges and Universities by Type and Control, Fall 1987 20
TABLE 3. Institutional Location of Black Students, HBCUs and All Other Institutions Estimates for Fall 1984 22
TABLE 4. Enrollment in Historically Black Colleges and Universities by Type and Control Fall 1981-Fall 1987 24
TABLE 5. Degrees Awarded by Historically Black Colleges and Universities 1986-1987 24
TABLE 6. Current Fund Revenues of All Colleges and Universities 1979-80 to 1985-86 26
TABLE 7. Current Fund Revenues of All Historically Black Colleges and Universities 1979-80 to 1985-86 28
TABLE 8. Current Fund Revenues of All Public Colleges and Universities 1979-80 to 1985-86 30
TABLE 9. Current Fund Revenues of Public Historically Black Colleges and Universities 1979-80 to 1985-86 32
TABLE 10. Current Fund Revenues of All Private Colleges and Universities 1979-80 to 1985-86 34
TABLE 11. Current Fund Revenues of Private Historically Black Colleges and Universities 1979-80 to 1985-86 36
TABLE 12. Federal Obligations to HBCUs and All Other HEIs, 1969-1986 38
TABLE 13. Federal Agencies' Relative Share of Obligations to HBCUs, FY 1986 40
TABLE 14. Federal Agencies' Obligations to HBCUs and All HEIs FY 1986 49
TABLE 15. Basic Data on High School Graduation and College Participation Rates by Ethnicity for Population Aged 18-24, 1976-1986 54
TABLE 16. College Completion Rates by Ethnicity and Type Spring 1986 66
TABLE 17. Graduate Enrollment by Ethnicity, 1976-1986 68
TABLE 18. Professional Enrollment by Ethnicity, 1976-1986 72

LIST OF EXHIBITS

EXHIBIT 1. HBCUS by Type and Control, Fall 1987 21
EXHIBIT 2. Enrollment in HBCUs by Type and Control, Fall 1987 .. 21
EXHIBIT 3. Pct. of Black College Students in HBCUs, 1984 23
EXHIBIT 4. Enrollments at HBCUs and All Colleges, 1981-1987 25
EXHIBIT 5. Enrollments at HBCUs by Type and Control, Fall 1981-Fall 1987 25
EXHIBIT 6. Degrees Awarded by HBCUs, 1986-1987 25
EXHIBIT 7. All Colleges Current-Fund Revenues, 1979-1985 27
EXHIBIT 8. All Colleges Current-Fund Revenues, 1979-1985 [pct.] ... 27
EXHIBIT 9. HBCU Current-Fund Revenues, 1979-1985 29
EXHIBIT 10. HBCU Current-Fund Revenues, 1979-1985 [pct.] 29
EXHIBIT 11. All Public Colleges Current-Fund Revenues, 1979-1985 .. 31
EXHIBIT 12. All Public Colleges Current-Fund Revenues, 1979-1985 [pct.] 31
EXHIBIT 13. Public HBCUs Current-Fund Revenues, 1979-1985 33
EXHIBIT 14. Public HBCUs Current-Fund Revenues, 1979-1985 [pct.] 33
EXHIBIT 15. All Private Colleges Current-Fund Revenues, 1979-1985 . 35
EXHIBIT 16. All Private Colleges Current-Fund Revenues, 1979-1985 [pct.] 35
EXHIBIT 17. Private HBCUs Current-Fund Revenues, 1979-1985 37
EXHIBIT 18. Private HBCUs Current-Fund Revenues, 1979-1985 [pct.] 37
EXHIBIT 19. Federal Obligations to HBCUs and All Other HEIs 39
EXHIBIT 20. Percentage of all Federal HEI Obligations Going to HBCUs 39
EXHIBIT 21. Federal Funding to All HEIs, All Purposes, All Agencies, FY 1986 44
EXHIBIT 22. Agencies' Relative Share of Obligations to HBCUs, FY 1986 44
EXHIBIT 23. Federal Funding to All HEIs, All Purposes, Highest Spenders, FY 1986 45
EXHIBIT 24. Pct. of Higher Education Funding to HBCUs, Highest Spenders, FY 1986 45
EXHIBIT 25. Federal Funding to All HEIs, All Purposes, Middle Spenders, FY 1986 46
EXHIBIT 26. Pct. of Higher Education Funding to HBCUs, Middle Spenders, FY 1986 46
EXHIBIT 27. Federal Funding to All HEIs, All Purposes, Low Spenders, FY 1986 47
EXHIBIT 28. Pct. of Higher Education Funding to HBCUs, Low Spenders, FY 1986 47
EXHIBIT 29. HBCU % of All Federal Obligations to HEIs, FY 1986 .. 48
EXHIBIT 30. HBCU % of Federal Obligations for R&D to HEIs, FY 1986 53
EXHIBIT 31. Educational Participation, 1986, Ages 18-24 by Ethnicity and Gender 60

EXHIBIT 32. Educational Participation, 1986, Ages 18-24 by Ethnicity and Gender [pct.] 60
EXHIBIT 33. Proportion of High School Graduates 18-24, 1986 61
EXHIBIT 34. Proportion of High School Graduates Enrolled in College, 1986 61
EXHIBIT 35. Proportion of Population 18-24 Enrolled in College, 1986 61
EXHIBIT 36. High School Completion Rates by Ethnicity, 1976-1986 . 62
EXHIBIT 37. Trends in High School Completion Rates by Ethnicity, 1976-1986 62
EXHIBIT 38. College Enrollment Rates by Ethnicity, 1976-1986 63
EXHIBIT 39. Trends in College Enrollment Rates by Ethnicity, 1976-1986 63
EXHIBIT 40. College Enrollment Rates by Gender, 1976-1986 64
EXHIBIT 41. White College Enrollment Rates by Gender, 1976-1986 . . 64
EXHIBIT 42. Black College Enrollment Rates by Gender, 1976-1986 . . 65
EXHIBIT 43. Hispanic College Enrollment Rates by Gender, 1976-1986 65
EXHIBIT 44. College Completion Rates by Ethnicity and Type 67
EXHIBIT 45. Graduate Enrollment by White/Minority, 1976-1986 69
EXHIBIT 46. Distribution of Graduate Enrollment by White/Minority, 1976-1986 69
EXHIBIT 47. Graduate Enrollment by Minorities, 1976-1986 70
EXHIBIT 48. Distribution of Graduate Enrollment by Minorities, 1976-1986 70
EXHIBIT 49. Professional Enrollment by White/Minority, 1976-1986 . . 73
EXHIBIT 50. Distribution of Professional Enrollment by White/Minority, 1976-1986 73
EXHIBIT 51. Professional Enrollment by Minorities, 1976-1986 74
EXHIBIT 52. Distribution of Professional Enrollment by Minorities, 1976-1986 74

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND AFRICAN-AMERICAN[1] PARTICIPATION IN HIGHER EDUCATION

This report provides descriptive data on the 99 historically black colleges and universities (HBCUs). Its first section presents data describing aspects of the overall role and status of HBCUs, focusing on enrollments, degrees awarded, and institutional finances. To place these data in a broader context, a second section provides data on the African-American presence in higher education in general. This section describes the college-going rates of black young adults and black high school graduates, the high school graduation rates of black youth, black enrollment at various levels in the higher education pipeline, and college completion rates of African-Americans.

This report focuses on basic statistical information describing key facets of HBCUs and African-American participation in higher education. It does not address the causes or the consequences of the patterns and trends that it identifies. Nevertheless, the data presented below do provide a critical baseline for further consideration of these subjects. For example, the analysis of the status and trends of Federal financial support for the historically black colleges should be useful in the development of future Federal policy for these institutions.

At the same time, it should be emphasized that much of the available data on the HBCUs are often inconsistent, incomplete, or unavailable. *For this reason, any quantitative analysis of different facets of the HBCUs, including the analysis below, should be considered tentative.* Whenever possible, the report presents data assembled by a single source, the U.S. Department of Education (ED). Due to limitations of the ED data, occasionally it employs data reported by the American Council on Education (ACE) and gathered by the National Association for Equal Opportunity in Higher Education or the U.S. Bureau of the Census. These data are not always strictly comparable to the statistics reported by ED due to differences in data gathering procedures and definition of which institutions are HBCUs.

Please note that all tables and graphic exhibits have been positioned at the end of the report. The tables and graphic exhibits are referenced as appropriate in the text.

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[1] The terms "African-American" and "black" are used interchangeably in this report to describe individuals with origins among black racial groups in Africa. It excludes blacks of Hispanic origin. (This definition has been taken from U.S. Department of Education, Digest of Education Statistics, 1988.)

1. HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

The Nation's historically or traditionally black colleges and universities encompass a diverse array of two-year and four-year, public and private higher education institutions.[2] These institutions are defined as those founded to provide higher education opportunities to African-Americans when such opportunities were very limited in the pre-1954 era of segregation.[3] As identified by ED, there are 99 HBCUs (see Table 1 and Exhibit 1).

- Of these, nearly 60 percent are privately controlled; the rest are public institutions.
- Nearly 9 out of every 10 HBCUs are four-year schools, primarily offering programs leading to bachelor's or higher degrees.[4]
- Roughly the same percentage (60 percent) of four-year and two-year HBCUs are private.
- The HBCUs are found in 19 southern and border States and the District of Columbia.[5]

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[2] For detailed histories and analyses of the HBCUs, see Susan T. Hill, The Traditionally Black Institutions of Higher Education: 1860 to 1982, U.S. Department of Education, 1984; and Frank Bowles and Frank A. DeCosta, Between Two Worlds: A Profile of Negro Higher Education, The Carnegie Commission on Higher Education, 1971.

[3] The precise definition of what constitutes an HBCU is somewhat elusive. We use the definition published in a 1984 report by the U.S. Department of Education (see, The Traditionally Black Institutions of Higher Education, by Hill). Various other definitions and lists of schools identified as historically black are available. For example, Title III of the Higher Education Act of 1965 provides eligibility for its Strengthening Historically Black Colleges and Universities program to "...any historically Black college or university that was established prior to *1964*, whose principal mission was, and is, the education of Black Americans . . . ." (Title III, Part B, Section 322 (2), Higher Education Act of 1965, as amended) (emphasis added) Also note the precise usage of the terms "African-American" and "black" as noted in footnote 1 above. These terms are used interchangeably in this report.

[4] As reported by Hill, "Providing an undergraduate program of study for full-time students is a primary function of the [HBCUs] (in 1982, three-fourths of the black students in [HBCUs] were full-time undergraduates seeking a degree)." (The Traditionally Black Institutions of Higher Education, p. 44)

[5] For a listing of the names and locations of the HBCUs, see The Traditionally Black Institutions of Higher Education, by Hill.

ENROLLMENT

HBCU enrollment patterns do not precisely follow the relative distribution of the institutions themselves (see Table 2 and Exhibit 2).

- In keeping with institutional distribution, nearly all enrollment in the HBCUs is found in four-year schools (96 percent).
- Despite the greater number and percentage of private HBCUs, nearly three-quarters (72 percent) of HBCU enrollment is accounted for by public HBCUs. This is related to the larger average enrollment in public HBCUs in comparison to their private counterparts (an average enrollment of 3,555 in public HBCUs; 1,054 in private HBCUs).
- Within subgroupings by type and control, publicly controlled, four-year HBCUs account for the largest percentage of total HBCU enrollment (69 percent), while four-year schools under private control are a distant second (27 percent).

As is shown in Table 3 and Exhibit 3, HBCUs enroll:

- approximately 16 percent of all African-Americans *enrolled in higher education*;
- approximately 27 percent of all African-Americans enrolled in *four-year institutions*.

However, HBCUs constitute only 3 percent of the nearly 3,600 higher education institutions in U.S.[6] It should also be noted that, in 1987, the HBCUs drew approximately 16 percent of their enrollment from other racial and ethnic groups.[7]

Enrollment in HBCUs has been slowly declining across the decade of the 1980s, dropping by nearly 4 percent between Fall 1981 and Fall 1987 (Table 4 and Exhibit 4). In contrast, total enrollment in higher education institutions rose marginally by about 1 percent over the same period. It appears that much of the enrollment loss for the HBCUs occurred in the private sector.

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[6] Unless otherwise noted, the focus in this memorandum is on "traditional" institutions of higher education, *not* the full range of postsecondary institutions. This, in general, limits the institutions to those with accreditation and excludes most for-profit trade and technical schools.

[7] This percentage calculated from data in Minorities in Higher Education: Seventh Annual Status Report 1988, American Council on Education, Table 6, p. 27. Students who are nonresident aliens are included in this percentage. It should be noted that the data describe a slightly larger universe of HBCUs than is identified by ED.

- A comparison of enrollments for fall 1981 and fall 1987 shows that, of the overall drop in HBCU students, some 83 percent occurred in the private HBCU sector.
- Overall, between 1981 and 1987, private HBCU enrollment declined by 9 percent, in contrast to public HBCU enrollment, which fell by only about 2 percent.

DEGREES AWARDED

HBCUs are responsible for awarding a substantial percentage of the baccalaureate and higher degrees awarded to African-Americans in this country. This is particularly true at the baccalaureate level.

To some extent, it is *not* surprising that the HBCUs account for a large percentage of baccalaureate and higher degrees given the relative distribution of black enrollment in schools operating at this level.

- About 96 percent of all African-American students enrolled in the HBCUs are pursuing baccalaureate or more advanced degrees (see Table 2 and Exhibit 2).
- In contrast, about 43 percent of all African-Americans enrolled in higher education are in two-year schools, which do not award baccalaureates.[8]
- Based on *very rough* estimates,[9] it appears that in the 1984-85

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[8] U.S. Department of Education, Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic year 1984-85, Center for Education Statistics, January 1988.

[9] As delineated in the American Council on Education's Minorities in Higher Education: Fifth Annual Status Report (1986), 208,099 of the 216,050 students in HBCUs in 1984 were enrolled at the baccalaureate level or above. (Although calculated in a different manner from the ED data shown in Table 4, the 1984 HBCU enrollment reported by Council is used here because no ED data on 1984 HBCU enrollment have been published. The Council's enrollment figure does not appear to diverge substantially from the trend depicted in Table 4.) Based on overall racial distributions within the HBCUs reported by the Council for 1984, we estimate that about 169,000 or 81 percent were black. According to ED (Racial/Ethnic Data), 1,076,144 blacks were enrolled in higher education in 1984-85 of whom 617,306 were at institutions granting bachelor's or higher degrees. As a result, we estimate that HBCUs enrolled 27 percent (169,000 compared to 617,306) of the blacks enrolled at the baccalaureate level or higher. The estimate of the percentage of baccalaureate or higher

academic year, the HBCUs enrolled about 27 percent of African-American students above the two-year level and awarded around 29 percent of the baccalaureate or above degrees earned by African-Americans in that year.

FINANCES

The financing of HBCUs has been a matter of ongoing Federal attention. The last three Presidents have issued Executive Orders to strengthen the Federal commitment to these schools.[10] This section explores the principal sources of HBCU revenues and focus briefly on Federal assistance to these institutions. Data for all HBCUs, public HBCUs, and private HBCUs are treated separately.[11]

All HBCUs

In comparison to all higher education institutions in the country, HBCUs as a group rely to a significantly different degree on certain sources of current fund revenues (see Tables 6 and 7 and Exhibits 7 through 10).[12]

- In academic year 1985-86, HBCUs derived less of their current fund revenues from tuition and fees than did all institutions (18.5 percent for HBCUs compared to 23.0 percent for all schools).
- But, in 1985-86, they received a substantially greater share of their revenues from the Federal Government (20.5 percent compared to 12.6 percent).

From 1979-80 through 1985-86, all institutions, including all HBCUs, became in general slightly more reliant on tuition and fees.

- The Federal share of revenues fell across the period for all institutions, but the decline was substantially steeper for HBCUs (see Tables 6 and 7 and Exhibits 7 through 10). Between 1979-80 and

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degrees to blacks awarded by the HBCUs is based on discussions with ED staff.

[10] Executive Orders 12232, 12320, and 12677 issued by Presidents Carter, Reagan, and Bush, respectively.

[11] All of the data in this section are from the U.S. Department of Education's Digest of Education Statistics for various years and an unpublished table for a forthcoming edition.

[12] Current fund revenues are those funds received during the current fiscal year that can be used to meet current obligations.

1985-86, the Federal share of HBCUs revenues fell 29.8 percent while the Federal share for all colleges fell by 17.1 percent.[15]

- Although State Governments accounted for roughly the same percentage of revenues for all institutions during this period, the State share for HBCUs has risen, from 25.8 percent in 1979-80 to 29.3 percent in 1985-86 (see Tables 6 and 7 and Exhibits 7 through 10).

Public HBCUs

Public HBCUs differ from all public institutions of higher education in the extent to which they, as a group, derive revenues from local governments, gifts/contracts, and sales/services (see Tables 8 and 9 and Exhibits 11 through 14).

- In 1985-86, public HBCUs received 6.5 percent of their revenues from local governments while all public higher education institutions derived only 3.6 percent of their revenues from that source.

- Gifts/contracts contributed negligibly to public HBCU revenues (0.9 percent) and substantially more to all public higher education institutions' revenues (3.2 percent).
- Sales/services generated proportionately less revenue for public HBCUs (14.0 percent) than for all public higher education institutions (20.0 percent).

- As was the case with all HBCUs, the public HBCUs were somewhat less dependent on tuition and fees and more dependent on Federal funding than the entire sector of public institutions.

From 1979-80 to 1985-86, the relative differences in support generated from local governments, gifts/contracts, and sales/services between public HBCUs and all public higher education institutions remained roughly the same. The important changes occurred in Federal support, State support, and tuition and fees.

- The Federal share of public HBCU revenues was 37.7 percent less in 1985-86 than it was in 1979-80; the relative drop for all public schools was 19.8 percent.

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[15] These figures are the percentage change in the share from 1979-80 to 1985-86. For example, in 1979-80, 29.2 percent of the HBCU revenues came from the Federal Government. In 1985-86, the Federal Government accounted for 20.5 percent. The decline of 8.7 percentage points (29.2 minus 20.5) is 29.8 percent (8.7 divided by 29.2 multiplied by 100) of the 1979-80 percentage. Change is measured the same way throughout the rest of this section.

- State Government's share of public HBCU revenues rose 10.4 percent; but fell by 2.8 percent for all public higher education schools.

- For all public institutions, including the public HBCUs, tuition and fees became a larger proportion of revenues during the period, rising, in relative terms, by 16.0 percent for all public institutions, and by 19.3 percent for public HBCUs.

Private HBCUs

The revenue patterns for private HBCUs, as a group, showed several significant differences in comparison to all private schools (see Tables 10 and 11 and Exhibits 15 through 18).

- In 1985-86, private HBCUs received a much smaller proportion of their revenues from tuition and fees than did all private institutions (25.2 percent versus 38.6 percent).

- In 1985-86, the Federal share of revenues in the private HBCUs was nearly twice that of all private schools (31.4 percent versus 16.5 percent).

- Endowments generated a significantly smaller percentage of total revenues for the private HBCUs than for all private institutions (2.5 percent for private HBCUs versus 5.3 percent for all private institutions).

Between 1979-80 and 1985-86, private HBCUs became somewhat more dependent on tuition and fees (the percentage share grew by 16.0 percent).

- In contrast, for all private institutions, the tuition and fee share rose by 7.5 percent.

- The Federal share of revenues in the private HBCUs dropped 23.2 percent in this time period; for all private schools the decline was 14.9 percent.

Proportion of Federal Support

The analysis below addresses the specific topic of Federal support for the HBCUs in more detail. As has been shown above, the Federal Government contributes a substantial percentage of HBCU revenues whether the institutions are publicly or privately controlled. That percentage has consistently been higher than the comparable percentage for all institutions of higher education during the 1980s. In addition, it was delineated above that the Federal share of revenue has fallen during this time period for all institutions, but more sharply for the HBCUs.

An alternative way of considering the Federal financial commitment to the HBCUs would be to measure the portion of Federal obligations to higher education institutions that go to the HBCUs. Data assembled by the White House Initiative on Historically Black Colleges and Universities can be used to estimate this indicator of Federal support (see Table 12 and Exhibits 19 and 20).[14] It appears that during the middle 1980s there may have been a marginal decline in the degree of Federal support for the HBCUs.

- In FY 1986, HBCUs received 5.4 percent of total Federal higher education obligations, down from the peak percentage of 6.1 percent in FY 1983. But, during the 1980s overall, the HBCU percentage of Federal obligations appears to have been higher than during the previous decade.

- Between FY 1969 and FY 1986, the HBCU share largely fluctuated between 4 percent and 6 percent.

When the data for FY 1986 are examined closely, certain patterns emerge concerning the efforts made by different Federal agencies to provide funding to HBCUs (Table 13 and Exhibits 19 and 20). Two points are clear.

- First, a few Federal agencies with large higher education budgets contribute the bulk of Federal obligations to the HBCUs (see Table 13 and Exhibits 23 and 24).[15] All other Federal agencies with large higher education budgets devote relatively little of their funding to these schools.

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[14] Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities, Fiscal Year 1986. These data differ from those used previously in this report to describe Federal support for the HBCUs and indicate a higher level of Federal spending on the HBCUs. The former data were derived from ED surveys of individual HBCUs; the latter are reported by Federal executive agencies. A primary difference is that some Federal student aid awarded directly to students may be considered tuition and fee revenues by individual schools; executive agencies would report all of these funds as coming from the Federal Government.

[15] Data for 27 Federal agencies are reported under this effort. Since they provide substantially different levels of funding to higher education institutions, we have divided the agencies into three groups--high spending, middle spending, low spending. The high spending agencies obligated at least $200 million to higher education institutions in FY 1986 (9 agencies); the middle spending agencies obligated between $10 million and $100 million (6 agencies--no agencies obligated between $100 million and $200 million); and the low spending agencies obligated less than $10 million (12 agencies).

- Second, agencies with the highest concentrations of their higher education spending on the HBCUs are among those with the *smallest* higher education budgets (see Table 13 and Exhibits 25 through 28).

Specifically, of the 9 highest spending agencies in terms of the size of their higher education budgets (identified in Exhibit 23), only 2 contributed 10 percent or more of their total annual higher education obligations to the HBCUs (the Agency for International Development--AID--at 13 percent, and ED at 10 percent) (see Exhibits 23 and 24). Five of these nine agencies devoted 5 percent or less of their higher education budgets to HBCUs (at the bottom of this group are the National Science Foundation--NSF--and the Department of Health and Human Services--HHS).

Focusing on those agencies which direct the largest percentage of their higher education funding to HBCUs, it is evident that nearly all of them are among those with the smallest higher education budgets (see Exhibits 24, 26, 27, and 28). Of the 10 agencies with the highest percentage of their higher education budgets going to HBCUs[16], only 2 (AID and ED) are among the high spending agencies in terms of the overall size of their higher education budgets (see discussion above) and 5 of them are among the low spending agencies (those with the smallest overall higher education budgets--see discussion above).

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[16] Equal Employment Opportunity Commission, Small Business Administration, Department of Housing and Urban Development, Department of the Treasury, Department of Labor, AID, Department of Transportation, Department of the Interior, the Central Intelligence Agency, and ED.

2. AFRICAN-AMERICAN PARTICIPATION IN HIGHER EDUCATION

This section provides an overview of some aspects of African-American participation in higher education. The descriptive information offers a context within which to consider the data on the HBCUs analyzed previously.

PARTICIPATION BY ETHNICITY AND GENDER

There are a number of interesting features in the educational participation of Americans by race and gender. But attention is first directed to the nature of the distribution of the 18 to 24-year-old population.[17]

- In 1986, whites aged 18 to 24 numbered approximately 22 million, while there were about 3.7 million African-Americans and 2.6 million Hispanic-Americans (see Table 15 and Exhibit 31).
- Of the whites and African-Americans, slightly more than one-half were women, while of the Hispanic-Americans, the men outnumbered the women (see Table 15 and Exhibit 31).

The patterns of educational participation among these groups showed substantial differences.

- In the 18 to 24 year old age group, white women are the most likely to graduate from high school, followed in order by white men, black women, black men, Hispanic women, and Hispanic men (see Table 15 and Exhibits 32 and 33). Women are all ahead of men in all three of these ethnic groups.
- But a higher proportion of white male high school graduates goes on to college, resulting in a higher overall proportion of the 18 to 24-year-old white male population enrolled in college (see Table 15 and Exhibits 34 and 35).
- The slightly higher educational attainment of women at the high school level is reflected in collegiate enrollment rates for African-Americans and Hispanic-Americans, resulting in higher overall proportions of the 18 to 24 year old females being enrolled in college for these groups (see Table 15 and Exhibits 34 and 35).

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[17] It should be noted that most of the data in this section were gathered by the U.S. Bureau of the Census and published in reports by the American Council on Education. As a result of the data gathering procedures used by the Census Bureau, blacks of Hispanic origin are counted both as blacks (or African-Americans) and as Hispanic.

TRENDS IN PARTICIPATION AND COMPLETION

Looking at the trends in educational participation, it is noteworthy that:

- While the white high school completion rate increased between 1976 and 1986, the black and Hispanic rates increased somewhat more rapidly (see Table 15 and Exhibit 36). The gaps between the white rate and those for blacks and Hispanics have narrowed at the high school level (see Table 37 and Exhibit 37).

- College enrollment rates, however, present a different picture. Looking at the college enrollment rates of high school graduates aged 18 to 24, the white rate has climbed between 1976 and 1986, after an initial dip between 1976 and 1978, but the black and Hispanic rates are down overall during this period, though there appears to have been an increase between 1985 and 1986 (see Table 15 and Exhibit 38). The overall trend is for the white rate to climb and the black and Hispanic rates to fall during this period, resulting in a growing gap in college enrollment rates between the minority groups and whites (see Table 15 and Exhibit 39).

There are important gender differences in college enrollment of high school graduates by ethnicity.

- Overall, the gap in higher education enrollment rates has narrowed between men and women in the 18 to 24 age group in the 1976 to 1986 decade (see Table 15 and Exhibit 40).

- The gap appears to have narrowed among whites (see Table 15 and Exhibit 41).

- But among African-Americans, there have been a series of dynamic shifts during this period. The college enrollment rates for black male and female high school graduates declined between 1976 and 1986. However, black men began the decade ahead of black women, but declined more rapidly than the women through about 1980. Then the male rate essentially stabilized, while the female rate continued to decline for several years, then entered a period of substantial increase in the last part of this 10-year period (see Table 15 and Exhibit 42).

- There has been a clearer development in collegiate participation by gender among Hispanics, with the men ahead at the beginning of the decade, and the women ahead at its end (see Table 15 and Exhibit 43).

The overall declining college enrollment rates for high school graduates aged 18 to 24 among African and Hispanic-Americans is a cause for some concern, but so are the inter-ethnic patterns in college completion rates.

- Among individuals who enroll in four-year colleges, whites are far more likely to earn a baccalaureate degree within 6 years than are either African-Americans or Hispanic-Americans (see Table 16 and Exhibit 44).
- The college completion rates of whites, African-Americans, and Hispanic-Americans are all somewhat higher in private four-year institutions than in public four-year institutions (see Table 16 and Exhibit 44).

In the more advanced levels of higher education:

- Overall graduate school enrollments increased in the period from 1976 to 1986. While they remained flat through the early portion of this period, they increased substantially between 1982 and 1986 (see Table 17 and Exhibit 45). The overall minority percentage of enrollments also increased (see Exhibit 46).
- In minority graduate school enrollments, African-Americans and Native American enrollments have remained about the same, while both Hispanic and Asian-American enrollments have increased (see Table 17 and Exhibit 47). The overall black percentage of minority graduate school enrollment has declined; the Native American percentage has remained stable; but the Hispanic and Asian-American percentages have risen (see Table 17 and Exhibit 48).
- Overall professional school enrollments increased between 1976 and 1980, remained at that level until 1984, then declined (see Table 18 Exhibit 49). The overall minority percentage increased during this period (see Table 18 and Exhibit 50).
- Among minorities, however, there was a slight rise in black professional school enrollment; Native American enrollment was stable; and Hispanic and Asian-American enrollments rose significantly (see Table 18 and Exhibit 51). The overall black percentage of minority professional school enrollment declined from 1976 to 1986; the Native American fraction diminished; but the Asian-American and Hispanic percentages climbed (see Table 18 and Exhibit 52).

3. CONCLUSIONS

The preceding analysis provides a broad overview of the status of the HBCUs and African-American participation in higher education. As was stressed, the available data are seriously limited. Nevertheless, a number of important findings emerged in the preceding analysis. Some of these are identified briefly in this concluding section.

The HBCUs are primarily four-year institutions, and they are largely private. Nearly three-quarters of HBCU enrollment can be found in public schools. The HBCUs account for a disproportionately large share of the African-American enrollment in U.S. higher education institutions. Although, over a quarter of the baccalaureate degrees awarded to African-Americans are awarded by the HBCUs, this share of degrees is similar to the HBCUs' share of the African-Americans enrolled in four-year institutions that award such degrees.

The roles of the various sources of revenue differ for the HBCUs, as a group, in comparison to higher education institutions in general. Importantly, the HBCUs receive a larger percentage of their revenues from the Federal Government than do all higher education institutions. Also, HBCUs rely to a smaller extent on tuition and fees for their current revenues than do all higher education institutions. Over the course of the period from the mid 1970s to the mid 1980s, the Federal Government has accounted for a declining share of the HBCUs' revenues. This drop has outpaced the decline in the Federal share in all institutions.

In general, Federal agencies provide about one-twentieth of their higher education budgets to the HBCUs. The level for the 1980s appears somewhat higher than for the 1970s. Those agencies accounting for the bulk of Federal funding to the HBCUs are those with the highest overall spending on higher education, generally not those contributing the largest percentage of their higher education budgets to these schools.

In terms of overall progress through the education pipeline, African-Americans are less likely than whites to graduate from high school. Significantly, during the period from the mid 1970s to the mid 1980s, African-Americans have closed the gap separating them from whites in terms of high school graduation rates. In contrast, over this same period, their college enrollment rates have generally slipped further behind those of whites. The movement of Hispanics through the pipeline appears generally similar to that of African-Americans, with certain exceptions.

TABLES AND EXHIBITS

ABBREVIATIONS

Listed below are the abbreviations used at various points in the exhibits below.

Abbreviation	**Meaning**
AGRI	U.S. Department of Agriculture
AID	Agency for International Development
ARC	Appalachian Regional Commission
blk	black
CIA	Central Intelligence Agency
COMM	U.S. Department of Commerce
con	contracts
DOD	U.S. Department of Defense
DOE	U.S. Department of Energy
DOJ	U.S. Department of Justice
DOL	U.S. Department of Labor
DOT	U.S. Department of Transportation
ED	U.S. Department of Education
EEOC	Equal Employment Opportunity Commission
enrlld	enrolled
endow	endowment
EPA	Environmental Protection Agency
fed	Federal
gov	government
grad(s)	graduate(s)
HBCUS	historically black colleges and universities
HEIS	higher education institutions
HHS	U.S. Department of Health and Human Services
hs	high school
Hspnc	Hispanic
HUD	U.S. Department of Housing and Urban development
inc	income
INT	U.S. Department of the Interior
NASA	National Aeronautics and Space Administration
NCUA	National Credit Union Association
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NRC	Nuclear Regulatory Commission
NSF	National Science Foundation
pct	percent
SBA	Small Business Administration
serv	services
STATE	U.S. Department of State
TREAS	U.S. Department of the Treasury
tuitn	tuition
USIA	U.S. Information Agency
VA	U.S. Department of Veterans' Affairs

TABLE 1. Historically Black Colleges and Universities by Type and Control, Fall, 1987

	Two-year	Four-year	Total
Public	5	38	43
Private	7	49	56
Total	12	87	99

SOURCE: U.S. Department of Education, unpublished table for forthcoming Digest of Education Statistics.

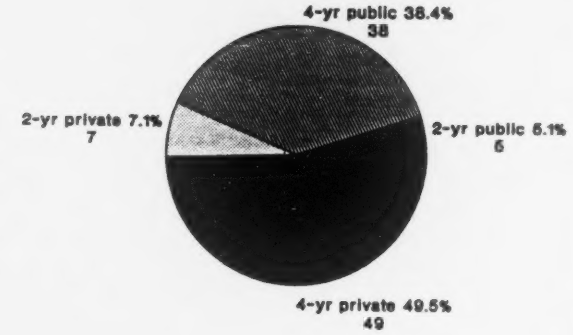
TABLE 2. Enrollment in Historically Black Colleges and Universities by Type and Control, Fall 1987 (percent of total enrollment in parentheses)

	Two-year	Four-year	Total
Public	6,442 (3.0%)	146,412 (69.1%)	152,854 (72.1%)
Private	1,538 (0.7%)	57,475 (27.1%)	59,013 (27.9%)
Total	7,980 (3.8%)	203,887 (96.2%)	211,867 (100.0%)

Note: Percentages may not add to column or row totals due to rounding.

SOURCE: U.S. Department of Education, unpublished table for forthcoming Digest of Education Statistics.

EXHIBIT 1
HBCUS BY TYPE AND CONTROL, FALL 1987



SOURCE:U.S. Department of Eucation, unpublished table for forthcoming Digest of Education Statistics

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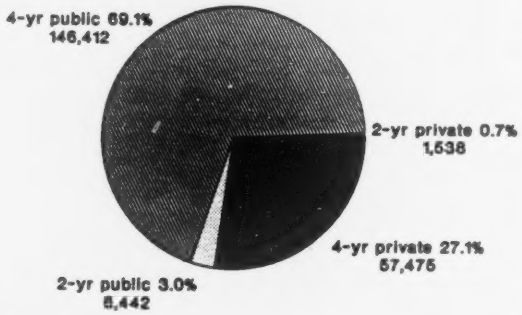
EXHIBIT 2
ENROLLMENT IN HBCUS BY TYPE AND CONTROL



SOURCE:U.S. Department of Education, unpublished table for forthcoming Digest of Education Statistics

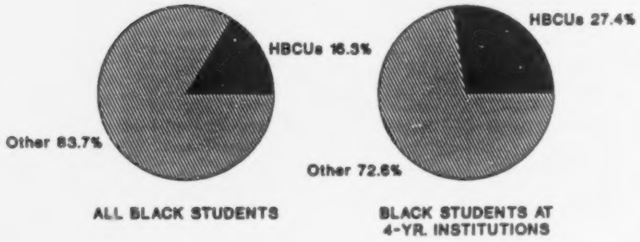
TABLE 3. Institutional Location of Black Students,
HBCUs and All Other Institutions
Estimates for Fall 1984

Total U.S. college enrollment	12,235,000
Total black enrollment in U.S. colleges	1,076,000
Total HBCU enrollment*	216,000
Percentage HBCU enrollment that is black*	81.1%
Black HBCU enrollment*	175,000
Percent of total black enrollment in HBCUs	16.3%
Total black 4-yr enrollment	617,000
Black HBCU 4-yr enrollment	169,000
Percentage of black 4-yr enrollment in HBCUs	27.4%

* Data reported by the American Council on Education (ACE) in Minorities in Higher Education, Seventh Annual Status Report (1988), based on estimates by the National Association for Equal Opportunity in Higher Education. These HBCU enrollment data are derived differently from those published by the U.S. Department of Education (ED) and used elsewhere in this analysis. The 1984 enrollment data reported by ACE are used here because no ED data for that year have been published. Nevertheless, the total HBCU enrollment level shown in this table does not appear to diverge substantially from the enrollment trend depicted in Table 4 below.

SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table for forthcoming Digest of Education Statistics; and American Council on Education, Minorities in Higher Education, Seventh Annual Status Report (1988).

EXHIBIT 3
PCT. OF BLACK COLLEGE STUDENTS IN HBCUS, 1984



SOURCE:Nat. Center for Ed. Statistics, Am. Council on Ed., and Nat. Assoc. for Equal Opportunity in Higher Ed.

TABLE 4. Enrollment in Historically Black Colleges
and Universities by Type and Control
Fall 1981-Fall 1987

	Fall 1981	Fall 1983	Fall 1985	Fall 1987
Public	156,216	158,313	152,161	152,854
Private	64,860	63,649	61,615	59,013
Total	221,076	221,962	213,776	211,867

SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table for forthcoming Digest of Education Statistics.

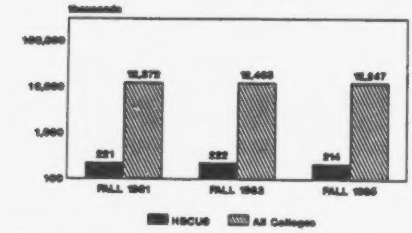
TABLE 5. Degrees Awarded by Historically
Black Colleges and Universities
1986-1987

	Number	Percent
Associate's	1,817	6.7%
Bachelor's	20,107	74.6%
Master's	3,979	14.8%
Doctor's	194	0.7%
1st professional*	853	3.2%
Total	26,950	100.0%

* First professional degrees include dentistry, medicine, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

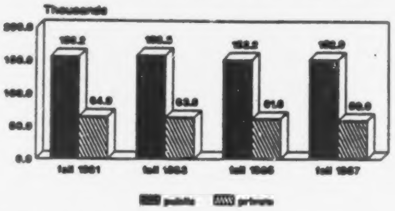
SOURCE: U.S. Department of Education, unpublished table from forthcoming Digest of Education Statistics.

EXHIBIT 4
ENROLLMENTS AT HBCUS AND ALL COLLEGES
1981-1987



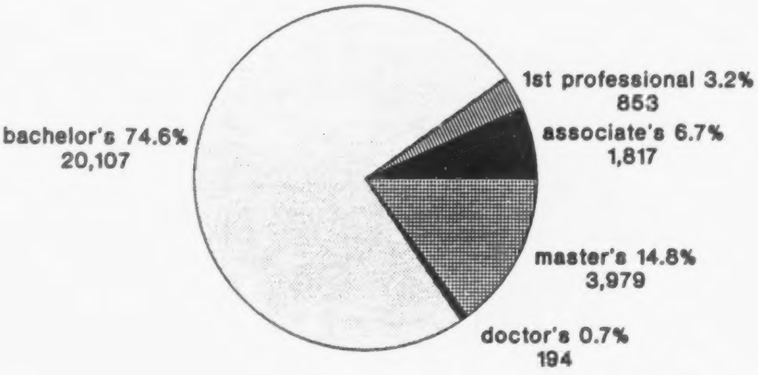
SOURCE: U.S. Department of Education,
National Center for Education Statistics

EXHIBIT 5
ENROLLMENTS AT HBCUS BY TYPE
AND CONTROL, FALL 1981-FALL 1987



SOURCE:U.S. Dept. of Ed., Digest of
Ed. Stats., various yrs.; unpublished
table from same publication

EXHIBIT 6
DEGREES AWARDED BY HBCUS, 1986-1987



SOURCE:U.S. Department of Education,
unpublished table from forthcoming
Digest of Education Statistics

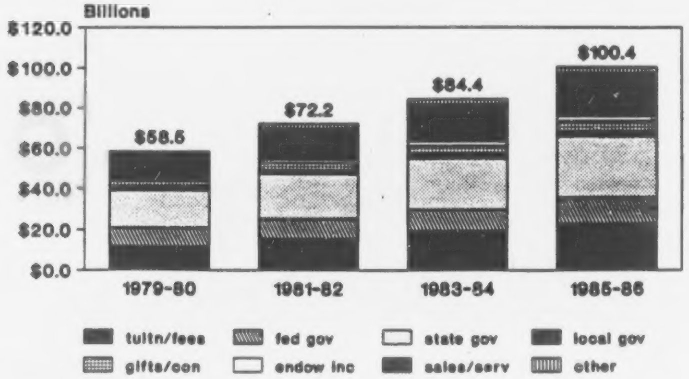
TABLE 6. Current Fund Revenues of
All Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$58,519,982	$72,190,856	$84,417,287	$100,437,616
Tuition/Fees	20.4%	21.9%	23.4%	23.0%
Federal Government	15.2%	13.3%	12.3%	12.6%
State Government	31.4%	30.3%	29.3%	29.8%
Local Government	2.7%	2.7%	2.6%	2.5%
Gifts/Contracts	4.8%	4.9%	5.2%	5.4%
Endowment Income	2.0%	2.2%	2.2%	2.3%
Sales/Services	20.7%	21.5%	21.9%	21.2%
Other	2.8%	3.2%	3.1%	3.2%
Total	100.0%	100.0%	100.0%	100.0%

NOTE: Due to rounding, column entries may not add to 100.0%.

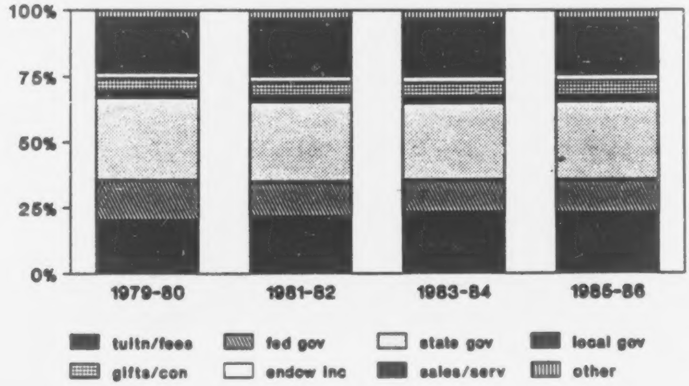
SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 7
ALL COLLEGES CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

EXHIBIT 8
ALL COLLEGES CURRENT-FUND REVENUES
1979-1985



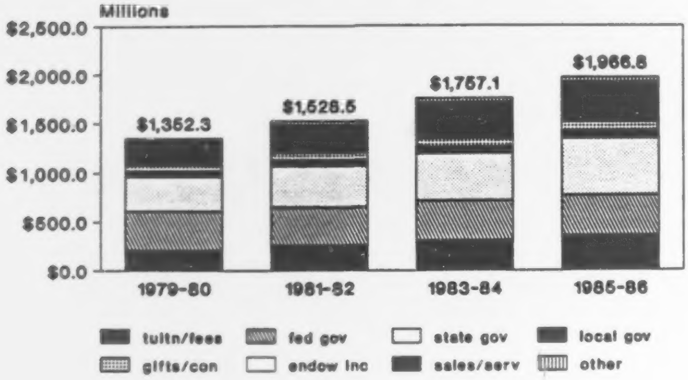
SOURCE: U.S. Department of Education,
National Center for Education Statistics

TABLE 7. Current Fund Revenues of All
Historically Black Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$1,352,308	$1,528,540	$1,757,100	$1,966,778
Tuition/Fees	16.0%	17.4%	18.1%	18.5%
Federal Government	29.2%	25.4%	22.7%	20.5%
State Government	25.8%	27.1%	27.2%	29.3%
Local Government	4.4%	3.8%	3.7%	3.8%
Gifts/Contracts	4.6%	5.1%	5.2%	4.8%
Endowment Income	1.0%	1.3%	1.2%	1.2%
Sales/Services	17.1%	17.2%	19.6%	19.6%
Other	1.8%	2.6%	2.5%	2.3%
Total	100.0%	100.0%	100.0%	100.0%

SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 9
HBCU CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education, National Center for Education Statistics

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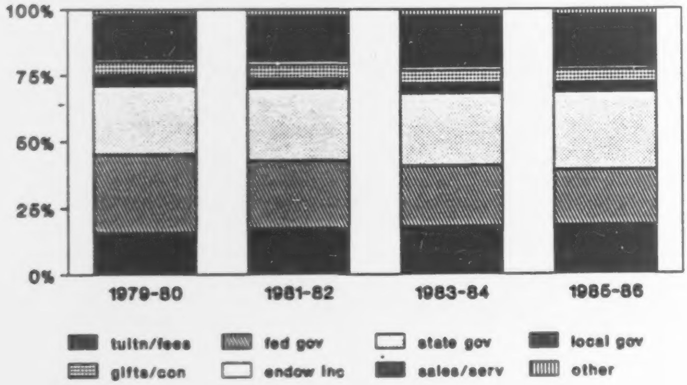
EXHIBIT 10
HBCU CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education, National Center for Education Statistics

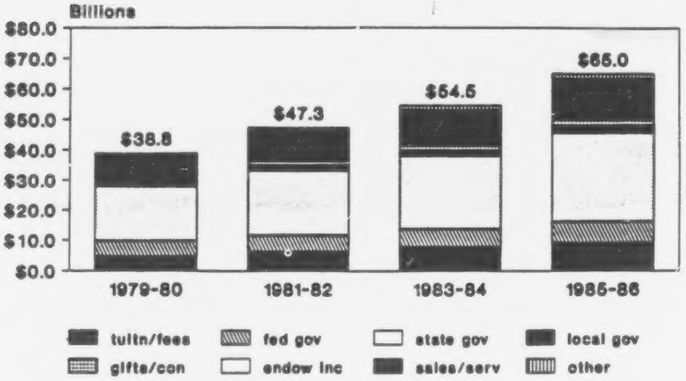
TABLE 8. Current Fund Revenues of
All Public Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$38,824,207	$47,270,822	$54,545,275	$65,004,632
Tuition/Fees	12.5%	13.5%	14.9%	14.5%
Federal Government	13.1%	11.4%	10.5%	10.5%
State Government	46.3%	45.3%	44.3%	45.0%
Local Government	3.7%	3.7%	3.6%	3.6%
Gifts/Contracts	2.5%	2.7%	3.0%	3.2%
Endowment Income	0.5%	0.5%	0.6%	0.6%
Sales/Services	19.2%	20.4%	20.6%	20.0%
Other	2.2%	2.6%	2.5%	2.6%
Total	100.0%	100.0%	100.0%	100.0%

NOTE: Due to rounding, column entries may not add to 100.0%.

SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 11
ALL PUBLIC COLLEGES CURRENT-FUND REVENUES, 1979-1985



SOURCE: U.S. Department of Education, National Center for Education Statistics

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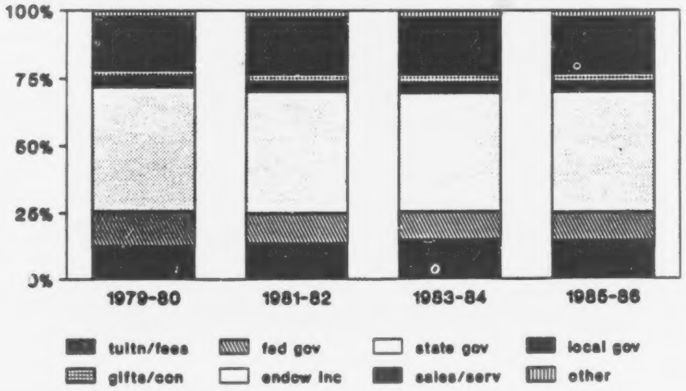
EXHIBIT 12
ALL PUBLIC COLLEGES CURRENT FUND REVENUES, 1979-1985



SOURCE: U.S. Department of Education, National Center for Education Statistics

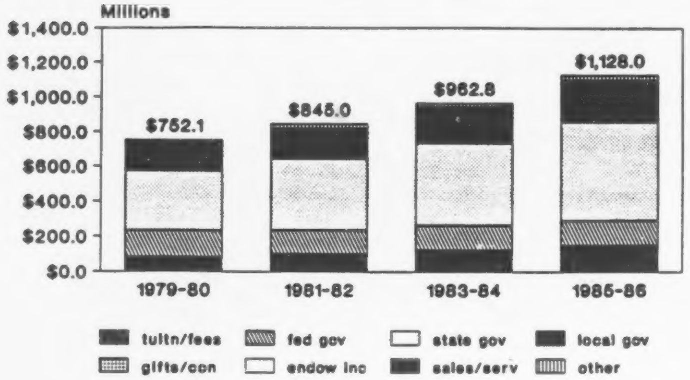
TABLE 9. Current Fund Revenues of Public
Historically Black Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$752,122	$845,046	$962,831	$1,128,010
Tuition/Fees	11.4%	12.5%	13.2%	13.6%
Federal Government	19.9%	15.8%	14.4%	12.4%
State Government	45.2%	48.1%	48.4%	49.9%
Local Government	7.7%	6.8%	6.6%	6.5%
Gifts/Contracts	1.0%	0.9%	0.9%	0.9%
Endowment Income	0.1%	0.2%	0.1%	0.1%
Sales/Services	12.8%	12.7%	14.2%	14.0%
Other	1.9%	3.0%	2.0%	2.6%
Total	100.0%	100.0%	100.0%	100.0%

NOTE: Due to rounding, column entries may not add to 100.0%.

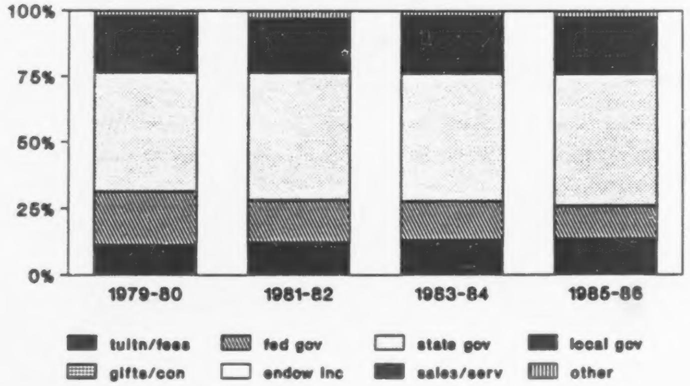
SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 13
PUBLIC HBCUS CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

EXHIBIT 14
PUBLIC HBCUS CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

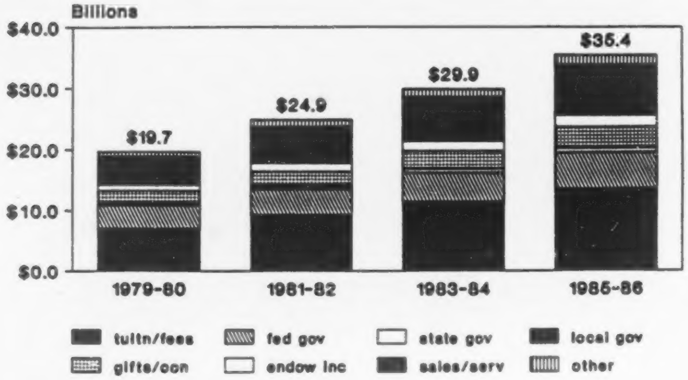
TABLE 10. Current Fund Revenues of
All Private Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$19,695,774	$24,920,034	$29,872,012	$35,432,985
Tuition/Fees	35.9%	37.6%	38.8%	38.6%
Federal Government	19.4%	16.9%	15.7%	16.5%
State Government	2.1%	1.8%	1.8%	1.9%
Local Government	0.8%	0.7%	0.7%	0.6%
Gifts/Contracts	9.3%	9.2%	9.4%	9.3%
Endowment Income	5.0%	5.4%	5.2%	5.3%
Sales/Services	23.6%	23.8%	24.1%	23.4%
Other	3.9%	4.5%	4.3%	4.3%
Total	100.0%	100.0%	100.0%	100.0%

NOTE: Due to rounding, column entries may not add to 100.0%.

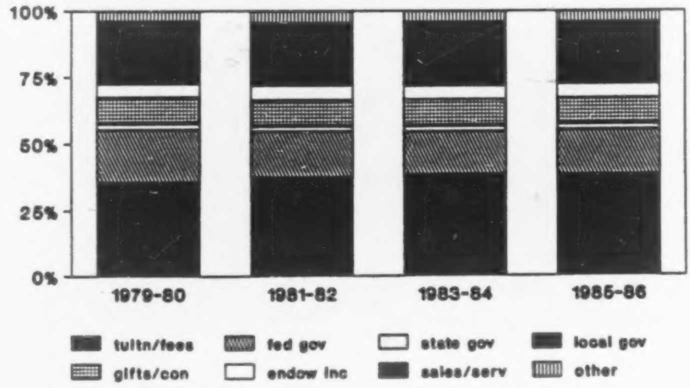
SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 15
ALL PRIVATE COLLEGES CURRENT-FUND REVENUES, 1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

EXHIBIT 16
ALL PRIVATE COLLEGES CURRENT-FUND REVENUES, 1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

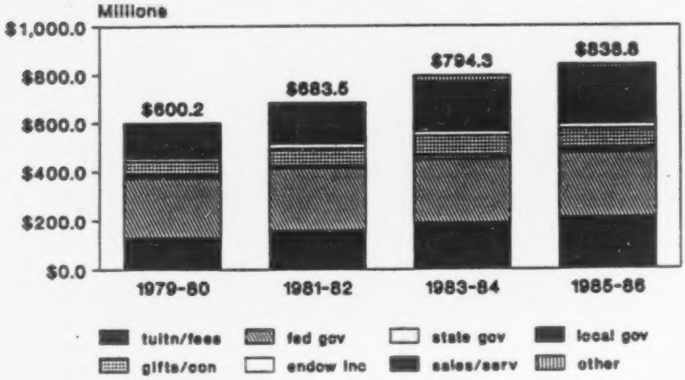
TABLE 11. Current Fund Revenues of Private
Historically Black Colleges and Universities
1979-80 to 1985-86
($ thousands)

	1979-80	1981-82	1983-84	1985-86
Total	$600,185	$683,495	$794,270	$838,768
Tuition/Fees	21.7%	23.5%	24.0%	25.2%
Federal Government	40.9%	37.3%	32.7%	31.4%
State Government	1.6%	1.1%	1.5%	1.5%
Local Government	0.3%	0.1%	0.0%	0.1%
Gifts/Contracts	9.2%	10.3%	10.3%	10.0%
Endowment Income	2.2%	2.8%	2.4%	2.5%
Sales/Services	22.5%	22.8%	26.0%	27.2%
Other	1.7%	2.0%	3.0%	2.1%
Total	100.0%	100.0%	100.0%	100.0%

NOTE: Due to rounding, column entries may not add to 100.0%.

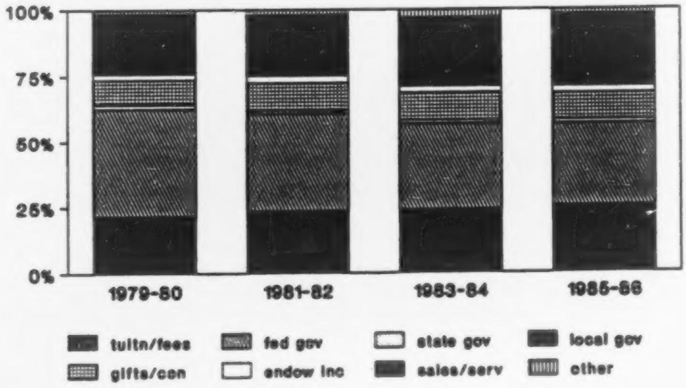
SOURCE: U.S. Department of Education, Digest of Education Statistics, various years, and unpublished table from forthcoming Digest.

EXHIBIT 17
PRIVATE HBCUS CURRENT-FUND REVENUES
1979-1985



SOURCE: U.S. Department of Education,
National Center for Education Statistics

EXHIBIT 18
PRIVATE HBCUS CURRENT-FUND REVENUES
1979-1985



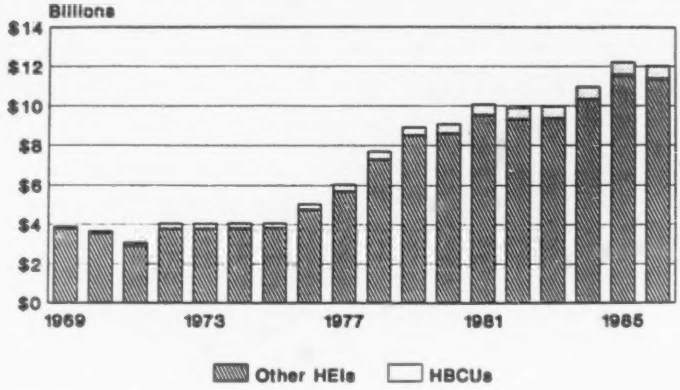
SOURCE: U.S. Department of Education,
National Center for Education Statistics

TABLE 12.
Federal Obligations to HBCUs and All Other HEIs, 1969-1986
[$ millions]

FISCAL YEAR	TOTAL ALL HEIS	TOTAL HBCUS	TOTAL OTHER HEIS	% TO HBCUS
1969	$3,890	$122	$3,768	3.1%
1970	$3,668	$126	$3,542	3.4%
1971	$3,089	$171	$2,918	5.5%
1972	$4,063	$257	$3,806	6.3%
1973	$4,049	$250	$3,799	6.2%
1974	$4,085	$266	$3,819	6.5%
1975	$4,085	$233	$3,852	5.7%
1976	$5,038	$264	$4,774	5.2%
1977	$6,047	$342	$5,705	5.7%
1978	$7,700	$379	$7,321	4.9%
1979	$8,900	$394	$8,506	4.4%
1980	$9,080	$473	$8,607	5.2%
1981	$10,070	$545	$9,525	5.4%
1982	$9,898	$564	$9,334	5.7%
1983	$9,979	$606	$9,373	6.1%
1984	$10,961	$621	$10,340	5.7%
1985	$12,223	$630	$11,593	5.2%
1986	$12,018	$646	$11,372	5.4%

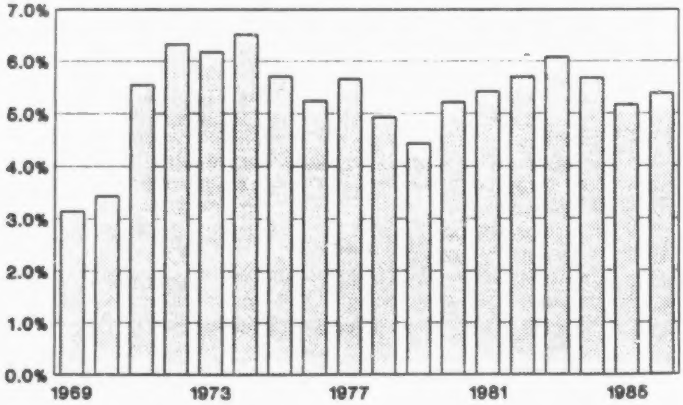
SOURCE:U.S. Department of Education

EXHIBIT 19
FEDERAL OBLIGATIONS TO HBCUS AND ALL OTHER HEIS



SOURCE:U.S. Department of Education

EXHIBIT 20
PERCENTAGE OF ALL FEDERAL HEI OBLIGATIONS GOING TO HBCUS



SOURCE:U.S. Department of Education

TABLE 13.
Federal Agencies' Relative Share of Obligations to HBCUs, FY 1986

AGENCY	TOTAL
DEPT OF AGRICULTURE	
HEIs	$658,276,751
HBCUs	$51,324,405
NON-HBCUs	$606,952,346
HBCU % TOTAL	7.8%
DEPT OF COMMERCE	
HEIs	$61,980,764
HBCUs	$3,096,830
NON-HBCUs	$58,883,934
HBCU % TOTAL	5.0%
DEPT OF DEFENSE	
HEIs	$648,855,152
HBCUs	$16,010,198
NON-HBCUs	$632,844,954
HBCU % TOTAL	2.5%
DEPT OF EDUCATION	
HEIs	$4,734,930,868
HBCUs	$453,929,666
NON-HBCUs	$4,281,001,202
HBCU % TOTAL	9.6%
DEPT OF ENERGY	
HEIs	$403,633,508
HBCUs	$14,374,859
NON-HBCUs	$389,258,649
HBCU % TOTAL	3.6%
DEPT OF HEALTH & HUMAN SERVICES	
HEIs	$3,774,681,953
HBCUs	$43,615,327
NON-HBCUs	$3,731,066,626
HBCU % TOTAL	1.2%
DEPT OF HOUSING & URBAN DEVELOPMENT	
HEIs	$2,137,000
HBCUs	$2,000,000
NON-HBCUs	$137,000
HBCU % TOTAL	93.6%

SOURCE:U.S. Department of Education

TABLE 13 [CONTINUED]

DEPT OF THE INTERIOR	
HEIs	$22,706,067
HBCUs	$2,741,886
NON-HBCUs	$19,964,181
HBCU % TOTAL	12.1%
DEPT OF JUSTICE	
HEIs	$3,798,459
HBCUs	$294,098
NON-HBCUs	$3,504,361
HBCU % TOTAL	7.7%
DEPT OF LABOR	
HEIs	$11,235,649
HBCUs	$2,682,351
NON-HBCUs	$8,553,298
HBCU % TOTAL	23.9%
DEPT OF STATE	
HEIs	$753,759
HBCUs	
NON-HBCUs	$753,759
HBCU % TOTAL	.0%
DEPT OF TRANSPORTATION	
HEIs	$54,062,528
HBCUs	$6,932,915
NON-HBCUs	$47,129,613
HBCU % TOTAL	12.8%
DEPT OF TREASURY	
HEIs	$535,309
HBCUs	$271,496
NON-HBCUs	$263,813
HBCU % TOTAL	50.7%
AGENCY FOR INTERNATIONAL DEVELOPMENT	
HEIs	$155,000,000
HBCUs	$20,702,000
NON-HBCUs	$134,298,000
HBCU % TOTAL	13.4%
APPALACHIAN REGIONAL COMMISSION	
HEIs	$67,342
HBCUs	
NON-HBCUs	$67,342
HBCU % TOTAL	.0%
CENTRAL INTELLIGENCE AGENCY	
HEIs	$1,527,416
HBCUs	$162,338
NON-HBCUs	$1,365,078
HBCU % TOTAL	10.6%

SOURCE:U.S. Department of Education

TABLE 13 [CONTINUED]

ENVIRONMENTAL PROTECTION AGENCY	
HEIs	$16,268,367
HBCUs	$981,127
NON-HBCUs	$15,287,240
HBCU % TOTAL	6.0%
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION	
HEIs	$800,000
HBCUs	$800,000
NON-HBCUs	
HBCU % TOTAL	100.0%
U.S. INFORMATION AGENCY	
HEIs	$3,074,818
HBCUs	$65,750
NON-HBCUs	$3,009,068
HBCU % TOTAL	2.1%
NATIONAL AERONAUTICS & SPACE ADMINISTRATION	
HEIs	$276,568,576
HBCUs	$8,622,614
NON-HBCUs	$267,945,962
HBCU % TOTAL	3.1%
NATIONAL CREDIT UNION ADMINISTRATION	
HEIs	
HBCUs	
NON-HBCUs	
HBCU % TOTAL	
NATIONAL ENDOWMENT FOR THE ARTS	
HEIs	$1,997,055
HBCUs	$15,000
NON-HBCUs	$1,982,055
HBCU % TOTAL	.8%
NATIONAL ENDOWMENT FOR THE HUMANITIES	
HEIs	$51,048,468
HBCUs	$809,571
NON-HBCUs	$50,238,897
HBCU % TOTAL	1.6%
NATIONAL SCIENCE FOUNDATION	
HEIs	$983,813,355
HBCUs	$4,357,684
NON-HBCUs	$979,455,671
HBCU % TOTAL	.4%
NUCLEAR REGULATORY COMMISSION	
HEIs	$4,577,200
HBCUs	$300,800
NON-HBCUs	$4,276,400
HBCU % TOTAL	6.6%

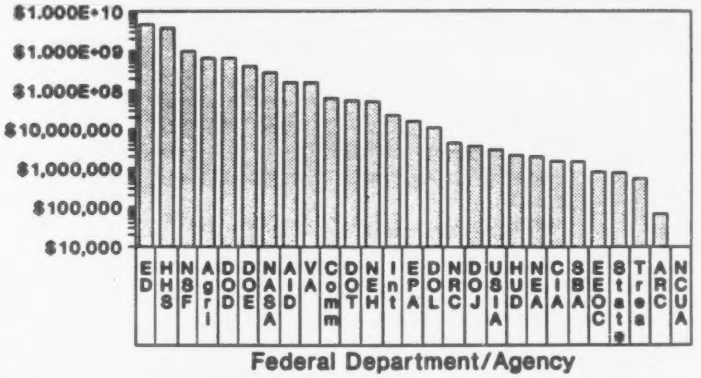
SOURCE:U.S. Department of Education

TABLE 13 [CONTINUED]

SMALL BUSINESS ADMINISTRATION	
HEIs	$1,491,011
HBCUs	$1,491,011
NON-HBCUs	
HBCU % TOTAL	100.0%
VETERANS ADMINISTRATION	
HEIs	$154,912,500
HBCUs	$10,719,518
NON-HBCUs	$144,192,982
HBCU % TOTAL	6.9%
TOTALS	
HEIs	$12,028,733,875
HBCUs	$646,301,444
NON-HBCUs	$11,382,432,431
HBCU % TOTAL	5.4%

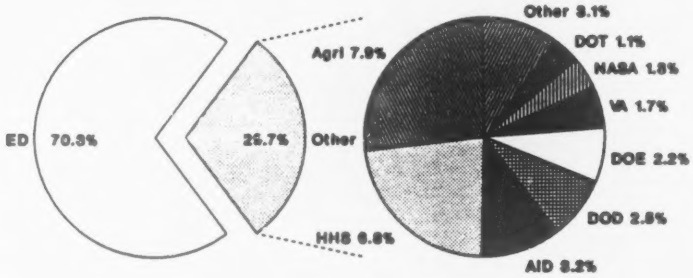
SOURCE:U.S. Department of Education

EXHIBIT 21
FEDERAL FUNDING TO ALL HEIS ALL PURPOSES, ALL AGENCIES FY 1986*



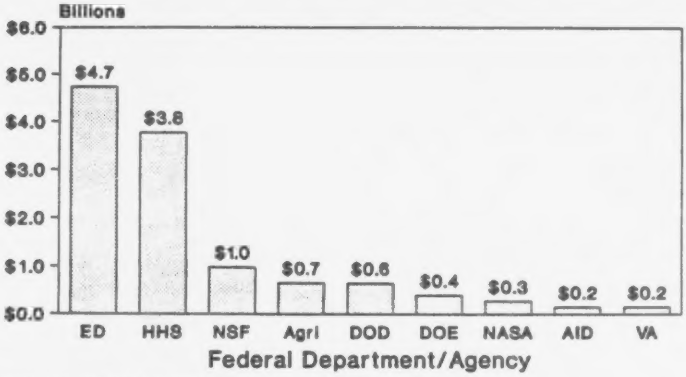
*This is an exponential scale, rank ordered to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 22
AGENCIES' RELATIVE SHARE OF OF OBLIGATIONS TO HBCUS, FY 1986



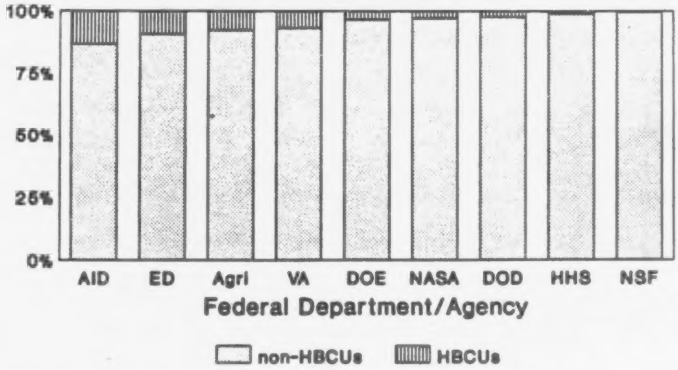
SOURCE:U.S. Department of Education

EXHIBIT 23
FEDERAL FUNDING TO ALL HEIS ALL PURPOSES, HIGHEST SPENDERS, FY 1986*



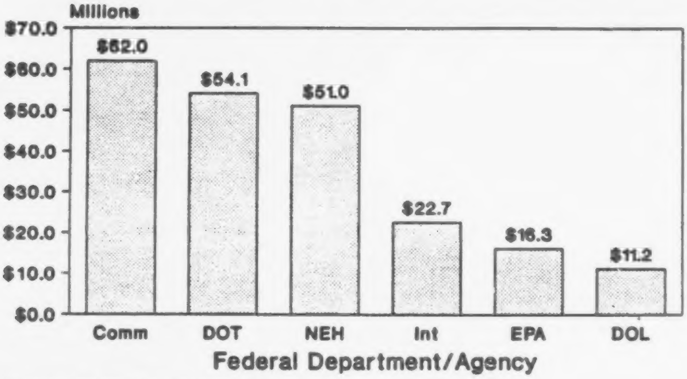
*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 24
PCT OF HIGHER EDUCATION FUNDING TO HBCUS, HIGHEST SPENDERS, FY 1986*



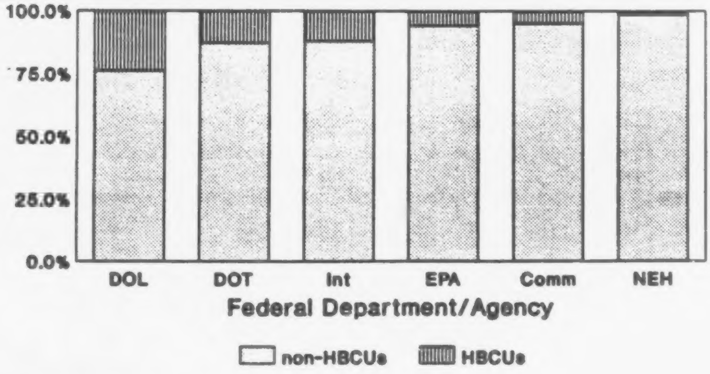
*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 25
FEDERAL FUNDING TO ALL HEIS ALL PURPOSES, MIDDLE SPENDERS, FY 1986*



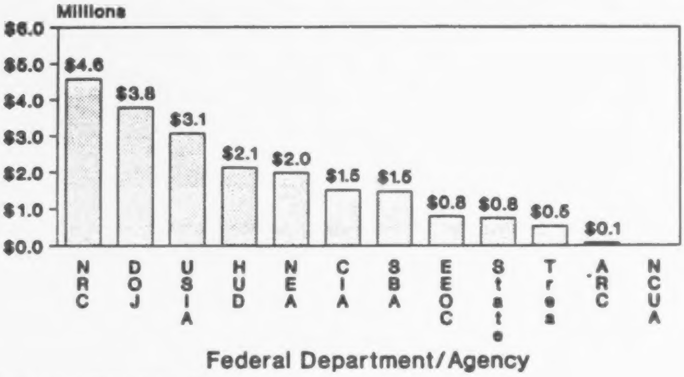
*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 26
PCT OF HIGHER EDUCATION FUNDING TO HBCUS, MIDDLE SPENDERS, FY 1986*



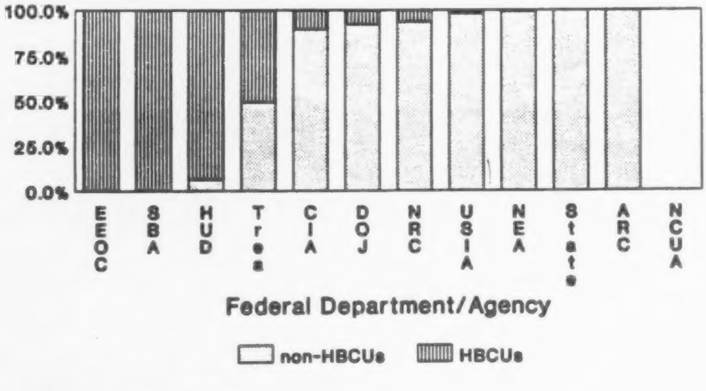
*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 27
FEDERAL FUNDING TO ALL HEIS ALL PURPOSES, LOW SPENDERS, FY 1986*



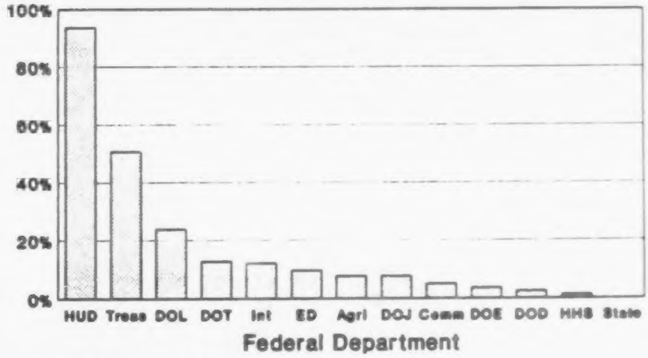
*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 28
PCT OF HIGHER EDUCATION FUNDING TO HBCUS, LOW SPENDERS, FY 1986*



*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

EXHIBIT 29
HBCU % OF ALL FEDERAL OBLIGATIONS TO HEIS, FY 1986*



*These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

TABLE 14.
Federal Agencies' Obligations to HBCUs and All HEIs
FY 1986

AGENCY	R&D	GRAND TOTAL	R&D PCT OF TOTAL
DEPT OF AGRICULTURE			
HEIs	$626,419,594	$658,276,751	95.2%
HBCUs	$38,448,854	$51,324,405	74.9%
NON-HBCUs	$587,970,740	$606,952,346	96.9%
HBCU % TOTAL	6.1%	7.8%	
DEPT OF COMMERCE			
HEIs	$25,569,594	$61,980,764	41.3%
HBCUs	$104,000	$3,096,830	3.4%
NON-HBCUs	$25,465,594	$58,883,934	43.2%
HBCU % TOTAL	.4%	5.0%	
DEPT OF DEFENSE			
HEIs	$402,815,000	$648,855,152	62.1%
HBCUs	$4,018,196	$16,010,198	25.1%
NON-HBCUs	$398,796,804	$632,844,954	63.0%
HBCU % TOTAL	1.0%	2.5%	
DEPT OF EDUCATION			
HEIs	$356,449,049	$4,734,930,868	7.5%
HBCUs	$205,130,965	$453,929,666	45.2%
NON-HBCUs	$151,318,084	$4,281,001,202	3.5%
HBCU % TOTAL	57.5%	9.6%	
DEPT OF ENERGY			
HEIs	$382,892,900	$403,633,508	94.9%
HBCUs	$6,663,079	$14,374,859	46.4%
NON-HBCUs	$376,229,821	$389,258,649	96.7%
HBCU % TOTAL	1.7%	3.6%	
DEPT OF HEALTH & HUMAN SERVICES			
HEIs	$3,334,351,170	$3,774,681,953	88.3%
HBCUs	$27,586,151	$43,615,327	63.2%
NON-HBCUs	$3,306,765,019	$3,731,066,626	88.6%
HBCU % TOTAL	.8%	1.2%	
DEPT OF HOUSING & URBAN DEVELOPMENT			
HEIs	$337,000	$2,137,000	15.8%
HBCUs	$200,000	$2,000,000	10.0%
NON-HBCUs	$137,000	$137,000	100.0%
HBCU % TOTAL	59.3%	93.6%	

SOURCE:U.S. Department of Education

TABLE 14 [CONTINUED]

AGENCY	R&D	GRAND TOTAL	R&D PCT OF TOTAL
DEPT OF THE INTERIOR			
HEIs	$15,000,000	$22,706,067	66.1%
HBCUs	$677,550	$2,741,886	24.7%
NON-HBCUs	$14,322,450	$19,964,181	71.7%
HBCU % TOTAL	4.5%	12.1%	
DEPT OF JUSTICE			
HEIs	$3,356,871	$3,798,459	88.4%
HBCUs	$100,000	$294,098	34.0%
NON-HBCUs	$3,256,871	$3,504,361	92.9%
HBCU % TOTAL	3.0%	7.7%	
DEPT OF LABOR			
HEIs	$63,010	$11,235,649	.6%
HBCUs		$2,682,351	.0%
NON-HBCUs	$63,010	$8,553,298	.7%
HBCU % TOTAL	.0%	23.9%	
DEPT OF STATE			
HEIs	$0	$753,759	.0%
HBCUs	$0	$0	.0%
NON-HBCUs	$0	$753,759	.0%
HBCU % TOTAL	.0%	.0%	
DEPT OF TRANSPORTATION			
HEIs	$33,190,271	$54,062,528	61.4%
HBCUs	$782,327	$6,932,915	11.3%
NON-HBCUs	$32,407,944	$47,129,613	68.8%
HBCU % TOTAL	2.4%	12.8%	
DEPT OF TREASURY			
HEIs	$0	$535,309	.0%
HBCUs	$0	$271,496	.0%
NON-HBCUs	$0	$263,813	.0%
HBCU % TOTAL	0.0%	50.7%	
AGENCY FOR INTERNATIONAL DEVELOPMENT			
HEIs	$100,000,000	$155,000,000	64.5%
HBCUs	$11,702,000	$20,702,000	56.5%
NON-HBCUs	$88,298,000	$134,298,000	65.7%
HBCU % TOTAL	11.7%	13.4%	
APPALACHIAN REGIONAL COMMISSION			
HEIs	$0	$67,342	.0%
HBCUs	$0	$0	.0%
NON-HBCUs	$0	$67,342	.0%
HBCU % TOTAL	.0%	.0%	.0%

SOURCE:U.S. Department of Education

TABLE 14 [CONTINUED]

AGENCY	R&D	GRAND TOTAL	R&D PCT OF TOTAL
CENTRAL INTELLIGENCE AGENCY			
HEIs		$1,527,416	.0%
HBCUs		$162,338	.0%
NON-HBCUs		$1,365,078	.0%
HBCU % TOTAL		10.6%	
ENVIRONMENTAL PROTECTION AGENCY			
HEIs	$15,688,200	$16,268,367	96.4%
HBCUs	$400,960	$981,127	40.9%
NON-HBCUs	$15,287,240	$15,287,240	100.0%
HBCU % TOTAL	2.6%	6.0%	
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION			
HEIs	$0	$800,000	.0%
HBCUs	$0	$800,000	.0%
NON-HBCUs	$0	$0	.0%
HBCU % TOTAL	.0%	100.0%	
U.S. INFORMATION AGENCY			
HEIs	$0	$3,074,818	.0%
HBCUs	$0	$65,750	.0%
NON-HBCUs	$0	$3,009,068	.0%
HBCU % TOTAL	.0%	2.1%	
NATIONAL AERONAUTICS & SPACE ADMINISTRATION			
HEIs	$262,364,000	$276,568,576	94.9%
HBCUs	$6,456,000	$8,622,614	74.9%
NON-HBCUs	$255,908,000	$267,945,962	95.5%
HBCU % TOTAL	2.5%	3.1%	
NATIONAL CREDIT UNION ADMINISTRATION			
HEIs	$0	$0	.0%
HBCUs	$0	$0	.0%
NON-HBCUs	$0	$0	.0%
HBCU % TOTAL	.0%	.0%	
NATIONAL ENDOWMENT FOR THE ARTS			
HEIs	$1,997,055	$1,997,055	100.0%
HBCUs	$15,000	$15,000	100.0%
NON-HBCUs	$1,982,055	$1,982,055	100.0%
HBCU % TOTAL	.8%	.8%	
NATIONAL ENDOWMENT FOR THE HUMANITIES			
HEIs	$35,829,657	$51,048,468	70.2%
HBCUs	$430,725	$809,571	53.2%
NON-HBCUs	$35,398,932	$50,238,897	70.5%
HBCU % TOTAL	1.2%	1.6%	

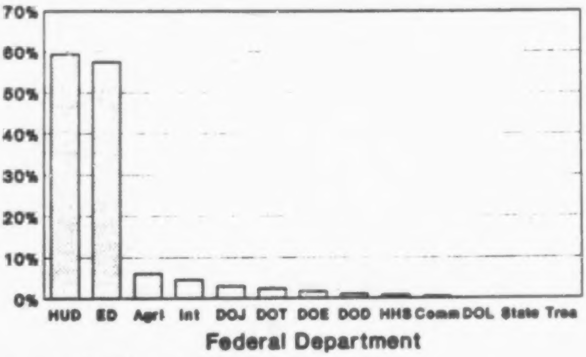
SOURCE:U.S. Department of Education

TABLE 14 [CONTINUED]

AGENCY	R&D	GRAND TOTAL	R&D PCT OF TOTAL
NATIONAL SCIENCE FOUNDATION			
HEIs	$959,355,609	$983,813,355	97.5%
HBCUs	$4,326,334	$4,357,684	99.3%
NON-HBCUs	$955,029,275	$979,455,671	97.5%
HBCU % TOTAL	.5%	.4%	
NUCLEAR REGULATORY COMMISSION			
HEIs	$4,166,400	$4,577,200	91.0%
HBCUs	$0	$300,800	.0%
NON-HBCUs	$4,166,400	$4,276,400	97.4%
HBCU % TOTAL	.0%	6.6%	
VETERANS ADMINISTRATION			
HEIs	$0	$154,912,500	.0%
HBCUs	$0	$10,719,518	.0%
NON-HBCUs	$0	$144,192,982	.0%
HBCU % TOTAL	.0%	6.9%	
SMALL BUSINESS ADMINISTRATION			
HEIs	$0	$1,491,011	.0%
HBCUs	$0	$1,491,011	.0%
NON-HBCUs	$0	$0	.0%
HBCU % TOTAL	.0%	100.0%	
TOTALS			
HEIs	$6,559,845,380	$12,028,733,875	54.5%
HBCUs	$307,042,141	$646,301,444	47.5%
NON-HBCUs	$6,252,803,239	$11,382,432,431	54.9%
HBCU % TOTAL	4.7%	5.4%	

SOURCE:U.S. Department of Education

EXHIBIT 30
HBCU % OF FED OBLIGATIONS FOR R&D TO HEIS, FY 1986•



•These are ordered by rank to facilitate comparison.
SOURCE:U.S. Department of Education

TABLE 15.
Basic Data on High School Graduation and College Participation Rates by Ethnicity for Population Aged 18-24, 1976-1986

ALL RACES:TOTAL

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATE OF HIGH SCHOOL GRADUATES
1976	26,919	21,677	80.5%	7,181	33.1%
1977	27,331	22,009	80.5%	7,143	32.5%
1978	27,647	22,308	80.7%	6,994	31.4%
1979	27,974	22,420	80.1%	6,990	31.2%
1980	28,130	22,746	80.9%	7,229	31.8%
1981	28,965	23,342	80.6%	7,574	32.4%
1982	28,846	23,291	80.7%	7,678	33.0%
1983	28,580	22,988	80.4%	7,477	32.5%
1984	28,031	22,870	81.6%	7,591	33.2%
1985	27,122	22,350	82.4%	7,537	33.7%
1986	26,512	21,765	82.1%	7,396	34.0%

ALL RACES:MEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATE OF HIGH SCHOOL GRADUATES
1976	13,012	10,312	79.2%	3,673	35.6%
1977	13,218	10,440	79.0%	3,712	35.6%
1978	13,385	10,614	79.3%	3,621	34.1%
1979	13,571	10,657	78.5%	3,508	32.9%
1980	13,652	10,768	78.9%	3,604	33.5%
1981	14,127	11,052	78.2%	3,833	34.7%
1982	14,083	11,120	79.0%	3,837	34.5%
1983	14,003	10,906	77.9%	3,820	35.0%
1984	13,744	10,914	79.4%	3,929	36.0%
1985	13,199	10,614	80.4%	3,749	35.3%
1986	12,921	10,331	80.0%	3,649	35.3%

SOURCE: Census data as published by the Office of Minority Concerns, American Council on Education

TABLE 15 [CONTINUED]

ALL RACES:WOMEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	13,907	11,365	81.7%	3,508	30.9%
1977	14,113	11,569	82.0%	3,431	29.7%
1978	14,262	11,694	82.0%	3,373	28.8%
1979	14,403	11,763	81.7%	3,482	29.6%
1980	14,478	11,978	82.7%	3,625	30.3%
1981	14,838	12,290	82.8%	3,741	30.4%
1982	14,763	12,171	82.4%	3,841	31.6%
1983	14,577	12,082	82.9%	3,657	30.3%
1984	14,287	11,956	83.7%	3,662	30.6%
1985	13,923	11,736	84.3%	3,788	32.3%
1986	13,591	11,434	84.1%	3,747	32.8%

WHITE:TOTAL

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	23,119	19,046	82.4%	6,276	33.0%
1977	23,430	19,292	82.3%	6,209	32.2%
1978	23,650	19,526	82.6%	6,077	31.1%
1979	23,895	19,614	82.1%	6,119	31.2%
1980	23,975	19,786	82.5%	6,334	32.0%
1981	24,486	20,123	82.2%	6,548	32.5%
1982	24,206	19,944	82.4%	6,593	33.1%
1983	23,899	19,644	82.2%	6,464	32.9%
1984	23,347	19,374	83.0%	6,526	33.7%
1985	22,632	18,917	83.6%	6,501	34.4%
1986	22,008	18,280	83.1%	6,239	34.1%

SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

TABLE 15 [CONTINUED]

WHITE:MEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	11,279	9,186	81.4%	3,250	35.4%
1977	11,445	9,263	80.9%	3,286	35.5%
1978	11,572	9,438	81.6%	3,195	33.9%
1979	11,721	9,457	80.7%	3,104	32.8%
1980	11,767	9,488	80.6%	3,224	34.0%
1981	12,040	9,619	79.9%	3,340	34.7%
1982	11,874	9,611	80.9%	3,308	34.4%
1983	11,787	9,411	79.8%	3,335	35.4%
1984	11,521	9,348	81.1%	3,406	36.4%
1985	11,108	9,077	81.7%	3,254	35.8%
1986	10,803	8,771	81.2%	3,127	35.7%

WHITE:WOMEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	11,840	9,860	83.3%	3,026	30.7%
1977	11,985	10,029	83.7%	2,923	29.1%
1978	12,078	10,088	83.5%	2,882	28.6%
1979	12,174	10,157	83.4%	3,015	29.7%
1980	12,208	10,298	84.4%	3,110	30.2%
1981	12,446	10,504	84.4%	3,208	30.5%
1982	12,332	10,333	83.8%	3,285	31.8%
1983	12,112	10,233	84.5%	3,129	30.6%
1984	11,826	10,026	84.8%	3,120	31.1%
1985	11,524	9,840	85.4%	3,247	33.0%
1986	11,205	9,509	84.9%	3,112	32.7%

SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

TABLE 15 [CONTINUED]

BLACK:TOTAL

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	3,316	2,238	67.5%	748	33.4%
1977	3,387	2,287	67.5%	722	31.6%
1978	3,451	2,340	67.8%	695	29.7%
1979	3,511	2,356	67.1%	696	29.5%
1980	3,555	2,480	69.8%	688	27.7%
1981	3,779	2,680	70.9%	749	27.9%
1982	3,872	2,743	70.8%	767	28.0%
1983	3,865	2,741	70.9%	742	27.1%
1984	3,863	2,885	74.7%	786	27.2%
1985	3,716	2,809	75.6%	734	26.1%
1986	3.665	2,801	76.4%	801	28.6%

BLACK:MEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	1,503	936	62.3%	331	35.4%
1977	1,528	970	63.5%	309	31.9%
1978	1,554	956	61.5%	305	31.9%
1979	1,577	973	61.7%	304	31.2%
1980	1,600	1,055	65.9%	278	26.4%
1981	1,730	1,154	66.7%	325	28.2%
1982	1,786	1,171	65.6%	331	28.3%
1983	1,807	1,202	66.5%	331	27.5%
1984	1,811	1,272	70.2%	367	28.9%
1985	1,720	1,244	72.3%	345	27.7%
1986	1,699	1,225	72.1%	340	27.8%

SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

TABLE 15 [CONTINUED]

BLACK:WOMEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	1,813	1,302	71.8%	417	32.0%
1977	1,859	1,317	70.8%	413	31.4%
1978	1,897	1,384	73.0%	390	28.2%
1979	1,934	1,383	71.5%	392	28.3%
1980	1,955	1,425	72.9%	410	28.8%
1981	2,049	1,526	74.5%	424	27.8%
1982	2,086	1,572	75.4%	436	27.7%
1983	2,058	1,539	74.8%	411	26.7%
1984	2,052	1,613	78.6%	419	26.0%
1985	1,996	1,565	78.4%	389	24.9%
1986	1,966	1,576	80.2%	461	29.3%

HISPANIC:TOTAL

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	1,551	861	55.5%	310	36.0%
1977	1,609	879	54.6%	278	31.6%
1978	1,672	936	56.0%	254	27.1%
1979	1,754	970	55.3%	293	30.2%
1980	1,963	1,053	53.6%	314	29.8%
1981	2,052	1,144	55.8%	342	29.9%
1982	2,000	1,153	57.7%	337	29.2%
1983	2,025	1,110	54.8%	350	31.5%
1984	2,017	1,210	60.0%	361	29.8%
1985	2,223	1,393	62.7%	373	26.8%
1986	2,513	1,509	60.0%	444	29.4%

SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

TABLE 15 [CONTINUED]

HISPANIC:MEN

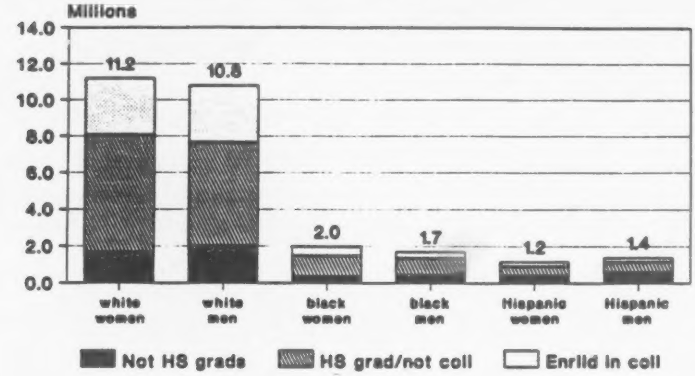
YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	701	378	53.9%	150	39.7%
1977	754	396	52.5%	139	35.1%
1978	781	420	53.8%	126	30.0%
1979	837	454	54.2%	153	33.7%
1980	971	497	51.2%	154	31.0%
1981	988	498	50.4%	164	32.9%
1982	944	519	55.0%	141	27.2%
1983	968	476	49.2%	152	31.9%
1984	956	549	57.4%	154	28.1%
1985	1,132	659	58.2%	168	25.5%
1986	1,338	772	57.7%	224	29.0%

HISPANIC:WOMEN

YEAR	TOTAL POPULATION	HIGH SCHOOL GRADUATES	HIGH SCHOOL COMPLETION RATE	ENROLLED IN COLLEGE	COLLEGE ENROLLMENT RATES OF HIGH SCHOOL GRADUATES
1976	850	483	56.8%	160	33.1%
1977	855	483	56.5%	139	28.8%
1978	891	516	57.9%	128	24.8%
1979	917	516	56.3%	140	27.1%
1980	992	556	56.0%	160	28.8%
1981	1,064	646	60.7%	178	27.6%
1982	1,056	634	60.0%	196	30.9%
1983	1,057	634	60.0%	198	31.2%
1984	1,061	661	62.3%	207	31.3%
1985	1,091	734	67.3%	205	27.9%
1986	1,175	737	62.7%	220	29.9%

SOURCE: Census data as published by the Office of Minority Concerns, American Council on Education

EXHIBIT 31
EDUCATIONAL PARTICIPATION, 1986
AGES 18-24 BY ETHNICITY AND GENDER



SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

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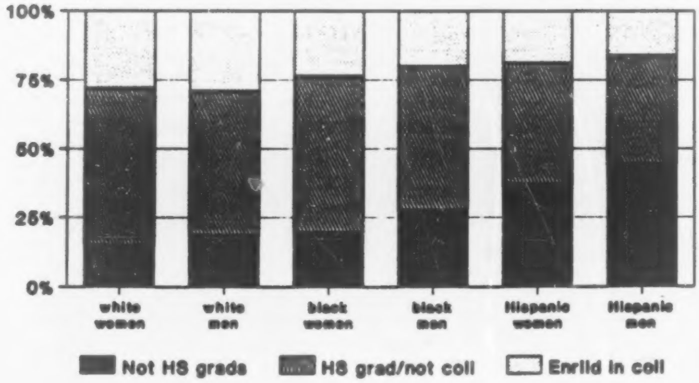
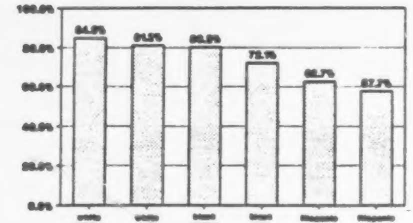
EXHIBIT 32
EDUCATIONAL PARTICIPATION, 1986
AGES 18-24 BY ETHNICITY AND GENDER



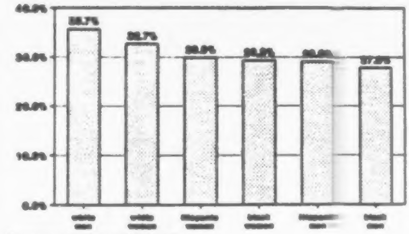
SOURCE:Census data as published by the Office of Minority Concerns, American Council on Education

EXHIBIT 33
PROPORTION OF POPULATION 18-24
HS GRADS, 1986*



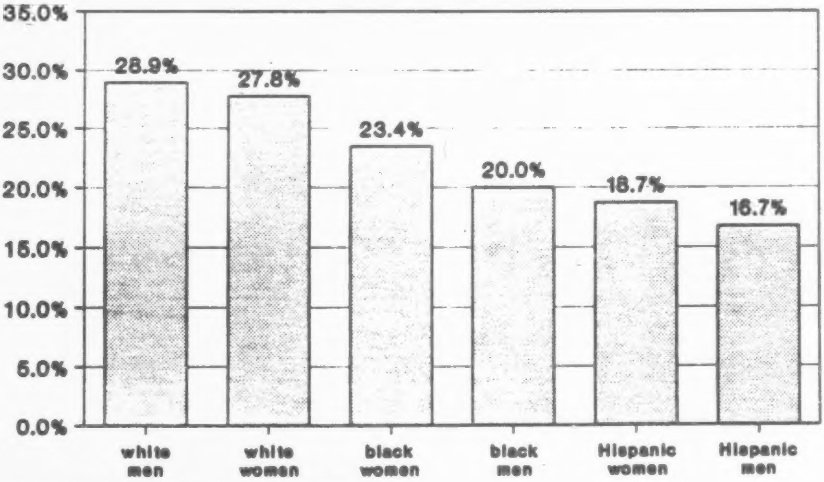
*Rank ordered to facilitate comparison
SOURCE:Census data as published by Off.
of Min. Concerns, Am. Council on Educ.

EXHIBIT 34
PROPORTION OF HIGH SCHOOL GRADS, 18-24
ENROLLED IN COLLEGE, 1986



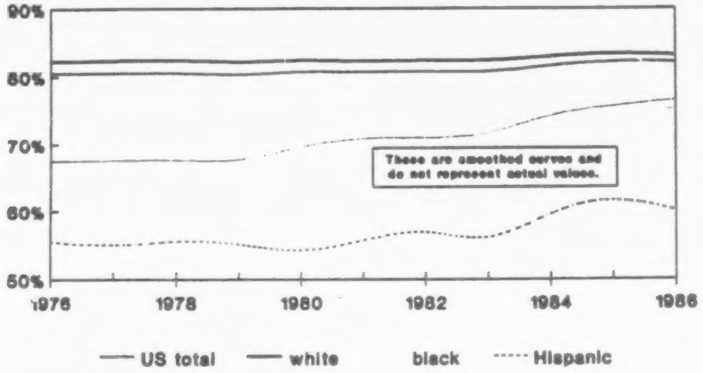
*These are ordered by rank to facilitate
comparison.
SOURCE:American Council on Education

EXHIBIT 35
PROPORTION OF POPULATION 18-24
ENROLLED IN COLLEGE, 1986*



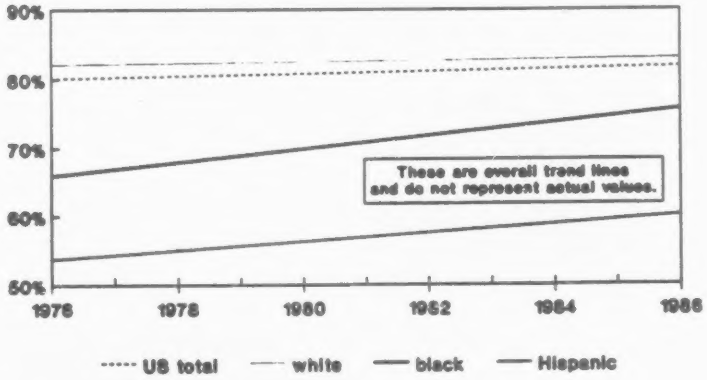
*Rank ordered to facilitate comparison
SOURCE:Census data as reported by Off.
of Min. Concerns, Am. Council on Educ.

EXHIBIT 36
HIGH SCHOOL COMPLETION RATES BY ETHNICITY, 1976-1986*



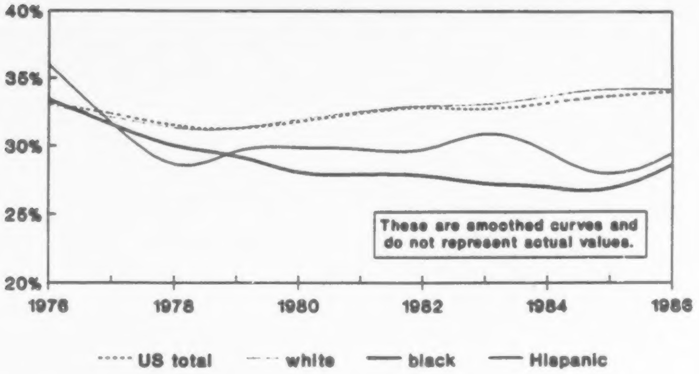
*Pct. HS grads of total 18-24 population
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 37
TRENDS IN HIGH SCHOOL COMPLETION RATES BY ETHNICITY, 1976-1986*



*Pct. HS grads of total 18-24 population
SOURCE:Office of Minority Concerns,
American Council on Education

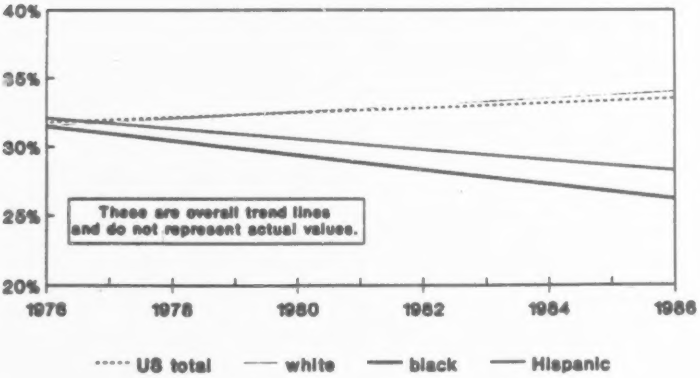
EXHIBIT 38
COLLEGE ENROLLMENT RATES BY ETHNICITY, 1976-1986•



These are smoothed curves and do not represent actual values.

•Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

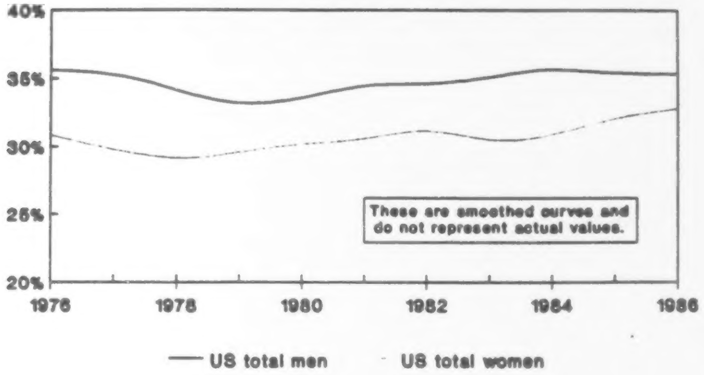
EXHIBIT 39
TRENDS IN COLLEGE ENROLLMENT RATES BY ETHNICITY, 1976-1986•



These are overall trend lines and do not represent actual values.

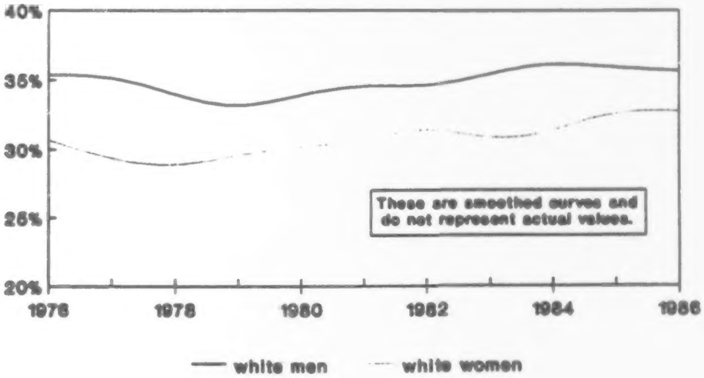
•Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 40
COLLEGE ENROLLMENT RATES BY GENDER,1976-1986*



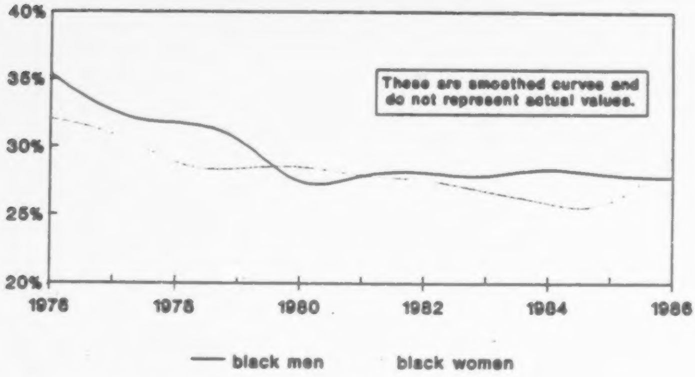
*Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 41
WHITE COLLEGE ENROLLMENT RATES BY GENDER,1976-1986*



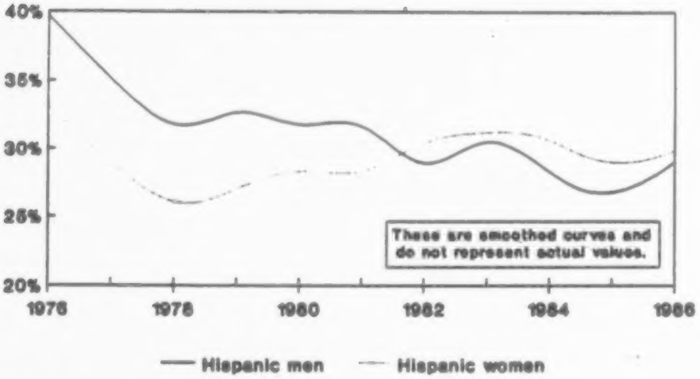
*Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 42
BLACK COLLEGE ENROLLMENT RATES BY GENDER,1976-1986*



*Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 43
HISPANIC COLLEGE ENROLLMENT RATES BY GENDER,1976-1986*



*Pct. of HS grads 18-24 in college
SOURCE:Office of Minority Concerns,
American Council on Education

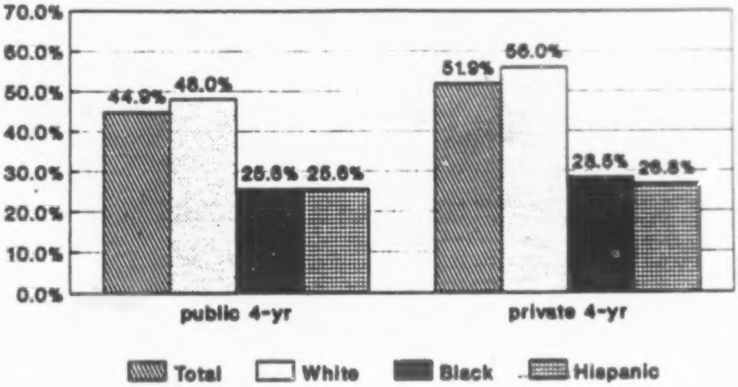
TABLE 16.
College Completion Rates
by Ethnicity and Type
Spring 1986

INSTITUTION TYPE	ETHNICITY			
	TOTAL	WHITE	BLACK	HISPANIC
Public 4-yr	44.9%	48.0%	25.6%	25.6%
Private 4-yr	51.9%	56.0%	28.5%	26.8%

SOURCE:*High School and Beyond*, as quoted by the American Council on Education

EXHIBIT 44

COLLEGE COMPLETION RATES, SPRING 1986•



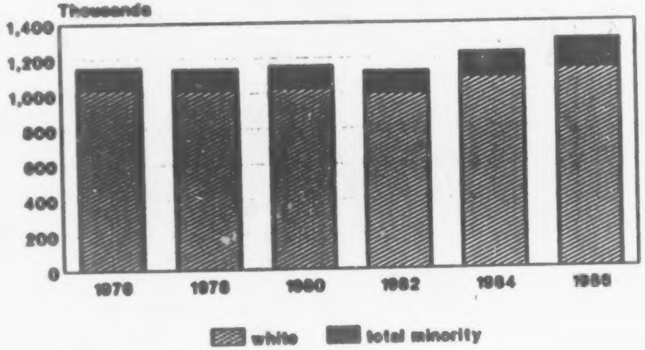
•Pct. students BA/BS within 6 years
SOURCE:*High School and Beyond*, as quoted
by the American Council on Education

TABLE 17.
Graduate Enrollment by Ethnicity, 1976-1986
[thousands]

YEAR	TOTAL	WHITE NON-HSPNC	TOTAL MINORITY	BLACK NON-HSPNC	HISPANIC	ASIAN	AM INDIAN	NON-RESIDENT ALIEN
1976	1,221	1,030	119	72	22	21	4	73
1978	1,219	1,019	120	68	24	24	4	80
1980	1,250	1,030	125	66	27	28	4	94
1982	1,235	1,002	123	61	27	30	5	108
1984	1,344	1,087	141	67	32	37	5	115
1986	1,434	1,132	166	72	46	43	5	136

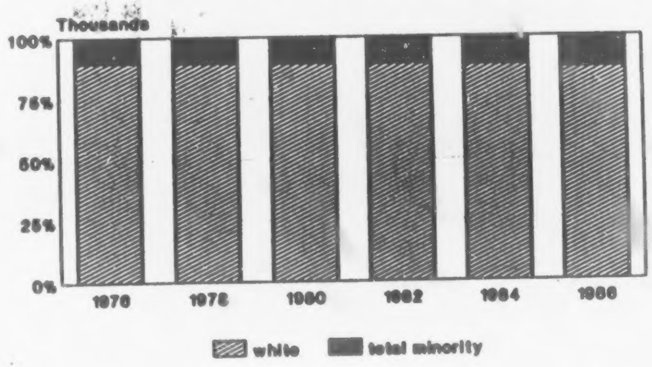
SOURCE:Office of Minority Concerns, American Council on Education

EXHIBIT 45
GRADUATE ENROLLMENT BY WHITE/MINORITY, 1976-1986



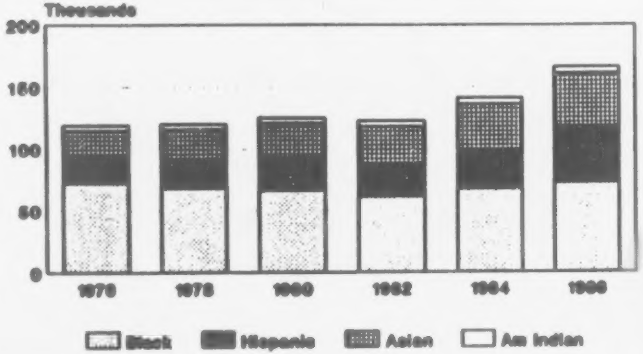
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 46
DISTRIBUTION OF GRADUATE ENROLLMENT BY WHITE/MINORITY, 1976-1986



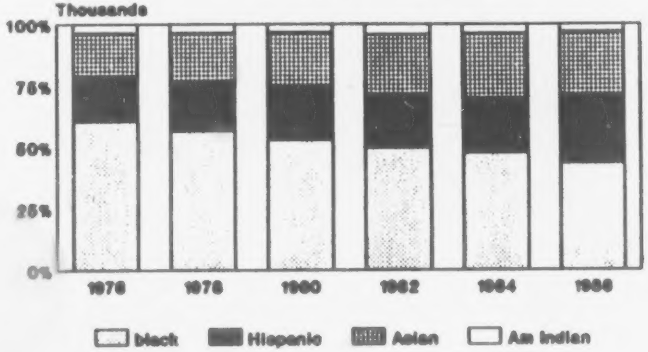
SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 47
GRADUATE ENROLLMENT BY MINORITIES, 1976-1986



SOURCE:Office of Minority Concerns,
American Council on Education

EXHIBIT 48
DISTRIBUTION OF GRADUATE ENROLLMENT BY MINORITIES, 1976-1986



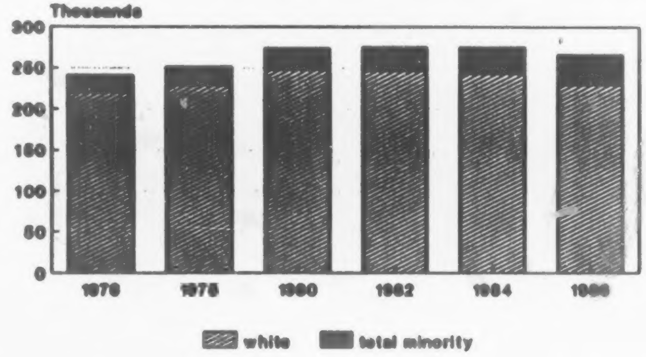
SOURCE:Office of Minority Concerns,
American Council on Education

TABLE 18. Professional Enrollment by Ethnicity, 1976-1986 [thousands]

YEAR	TOTAL	WHITE NON-HSPNC	TOTAL MINORITY	BLACK NON-HSPNC	HISPANIC	ASIAN	AM INDIAN	NON-RESIDENT ALIEN
1976	244	220	21	11	5	4	1	3
1978	255	229	22	11	5	5	1	3
1980	277	248	26	13	7	6	1	3
1982	278	246	29	13	7	8	1	3
1984	278	243	32	13	8	9	1	3
1986	270	230	36	14	9	11	1	4

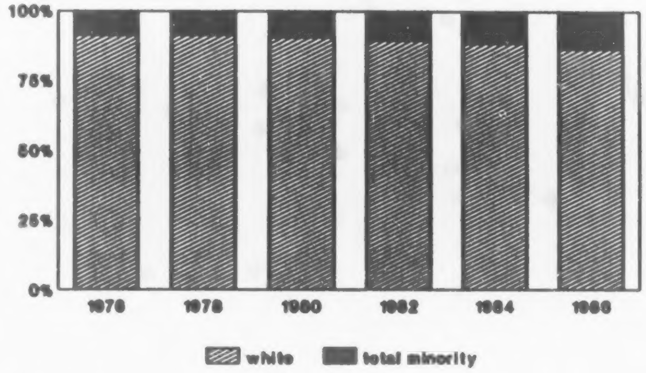
SOURCE:Office of Minority Concerns, American Council on Education

EXHIBIT 49
PROFESSIONAL ENROLLMENT BY WHITE/MINORITY, 1976-1986



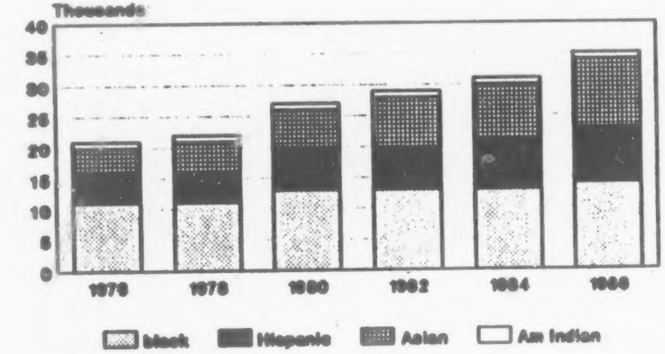
SOURCE:Office of Minority Concerns, American Council on Education

EXHIBIT 50
DISTRIBUTION OF PROFESSIONAL ENROLLMENT BY WHITE/MINORITY, 1976-1986



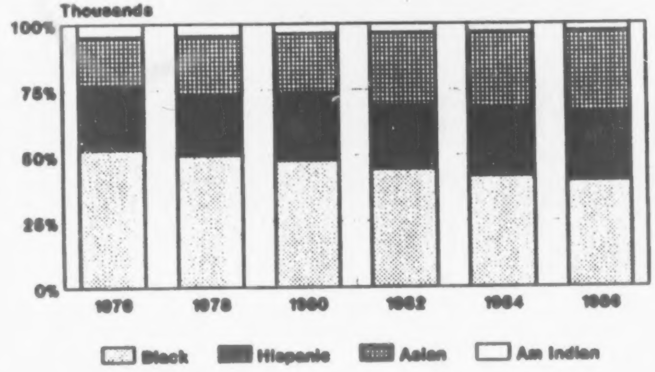
SOURCE:Office of Minority Concerns, American Council on Education

EXHIBIT 51
PROFESSIONAL ENROLLMENT BY MINORITIES, 1976-1986



SOURCE:Office of Minority Concerns, American Council on Education

EXHIBIT 52
DISTRIBUTION OF PROFESSIONAL ENROLLMENT BY MINORITIES, 1976-1986



SOURCE:Office of Minority Concerns, American Council on Education